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ABSTRACT

This guide has been produced in response to requests from teachers and counselors who use "Minnesota Careers" with students. This study guide was designed for facilitators of "Minnesota Careers 2002" who take an active role in their students' or clients' career exploration. The guide is organized into two sections. The Facilitators Resource section provides information for teachers, counselors, and career specialists who use "Minnesota Careers 2002" with students and clients. The Student Activities section is designed to assist students to engage in a variety of career exploration activities in conjunction with "Minnesota Careers." Several of the activities introduce students to additional career and educational resources. (GCP)

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# Minnesota Careers

## Study Guide 2002

### A Facilitator's Guide
for
*Minnesota Careers 2002*

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*Minnesota Careers* is available on the web at
**www.MnWorkForceCenter.org/lmi/careers**
You can also download a copy of the *Study Guide* under
"**Resources for Facilitators**."

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## Welcome to the 2002 edition of the *Minnesota Careers Study Guide*!

This *Study Guide* has been produced in response to requests from teachers and counselors who use *Minnesota Careers* with students. The *Study Guide* was designed for facilitators of *Minnesota Careers 2002* who take an active role in their students' or clients' career exploration.

Creators of the *Study Guide* continue to work hard to increase the number of activities pointing users to other state career products and services. Minnesota is fortunate to have state-produced resources that make career and educational exploration easier. Many products have resource pages in the *Study Guide* and several student activities point users to these products.

The *Study Guide* is organized into two sections, one with resources for facilitators and one with activities for students. Previous editions included a section for parents. However, this year a new handbook *just* for parents was created. The *Parent Guide* can be downloaded from the *Minnesota Careers website* **(www.MnWorkForceCenter.org/lmi/careers)** under "**Resources for Parents**."

### Facilitator Resources

The Facilitator Resource section provides information for teachers, counselors and career specialists who use *Minnesota Careers 2002* with students and clients.

### Student Activities

The Student Activities section is designed to assist students to engage in a variety of career exploration activities in conjunction with *Minnesota Careers*. Several of the activities introduce students to additional career and educational resources.

Download the *2002 Study Guide* from the *Minnesota Careers* website!
Just visit **www.mnwfc.org/lmi/careers** and click on "**Resources for Facilitators**."

Please provide us feedback...it only takes 2-3 minutes to tell us what you think! If nothing else, consider sharing your classroom activities or ideas to be used by other facilitators in Minnesota. Please see pages 4 and 5 for more information!

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# *Feedback Form*

We certainly hope that the *Careers Study Guide 2002* has been useful to you. As we prepare for future editions, please let us know what you thought. Your suggestions are key for the continued improvement of this publication.

Please answer the following three questions and then complete the survey. Be sure to mail in or fax both pages. **Thanks for your input!**

1. How did you obtain a copy of the study guide?
   - Downloaded the PDF from the *Careers website*
   - Contacted the Research & Statistics Office for a copy
   - From a school counselor
   - From a teacher
   - Other _______________ (please explain)

2. I consider myself a:
   - Counselor
   - Teacher
   - Student
   - Other: _____________ (please explain)

3. I attend/teach:
   - 7th grade
   - 8th grade
   - 9th grade
   - 10th grade
   - 11th grade
   - 12th grade
   - College
   - Other: ____________(please explain)

Please indicate how useful the **Student Activities** section of the *Minnesota Careers Study Guide* was to your work. Use a scale from 1 to 5 where **1 is very useful** and **5 is not useful**. Please circle **0 if you did not use** that section.

| **Student Activities** | **Did not use** | **Very useful** | **Useful** | **Neutral** | **Barely useful** | **Not useful** |
|---|---|---|---|---|---|---|
| Begin the Exploration: Overview of MN Careers 2002 | 0 | 1 | 2 | 3 | 4 | 5 |
| Your Interests | 0 | 1 | 2 | 3 | 4 | 5 |
| My Self-Exploration | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Planning List | 0 | 1 | 2 | 3 | 4 | 5 |
| Where Are the Jobs? | 0 | 1 | 2 | 3 | 4 | 5 |
| Nontraditional Employment | 0 | 1 | 2 | 3 | 4 | 5 |
| Related School Subjects | 0 | 1 | 2 | 3 | 4 | 5 |
| Sample High School Schedule | 0 | 1 | 2 | 3 | 4 | 5 |
| Job Prospects | 0 | 1 | 2 | 3 | 4 | 5 |
| Fitting the Job | 0 | 1 | 2 | 3 | 4 | 5 |
| Job Trivia | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Research | 0 | 1 | 2 | 3 | 4 | 5 |
| More Resources | 0 | 1 | 2 | 3 | 4 | 5 |
| Monthly Budget | 0 | 1 | 2 | 3 | 4 | 5 |
| MN Labor Laws: Test of Knowledge | 0 | 1 | 2 | 3 | 4 | 5 |
| Exploring Apprenticeship | 0 | 1 | 2 | 3 | 4 | 5 |
| Exploring Higher Education Opportunities | 0 | 1 | 2 | 3 | 4 | 5 |
| Schools and Programs | 0 | 1 | 2 | 3 | 4 | 5 |
| Visiting Campus | 0 | 1 | 2 | 3 | 4 | 5 |
| Making the Financial Aid Connection | 0 | 1 | 2 | 3 | 4 | 5 |
| Do I Have the Skills? | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Goals | 0 | 1 | 2 | 3 | 4 | 5 |

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Please indicate how useful the **Facilitator Resource** section of the *Study Guide* was to your work. Use a scale from 1to 5 where **1 is very useful** and **5 is not useful**. Please circle **0 if you did not use** that section.

| **Facilitator Resources** | **Did not use** | **Very useful** | **Useful** | **Neutral** | **Barely useful** | **Not useful** |
|---|---|---|---|---|---|---|
| Importance of Career Exploration | 0 | 1 | 2 | 3 | 4 | 5 |
| Phases of Career Development | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Planning Myths | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Decision Checklist | 0 | 1 | 2 | 3 | 4 | 5 |
| Junior & Senior Year Timelines | 0 | 1 | 2 | 3 | 4 | 5 |
| Sample High School Schedule | 0 | 1 | 2 | 3 | 4 | 5 |
| Countdown to College | 0 | 1 | 2 | 3 | 4 | 5 |
| College Testing Information | 0 | 1 | 2 | 3 | 4 | 5 |
| How to Research an Occupation | 0 | 1 | 2 | 3 | 4 | 5 |
| Labor Force Trends | 0 | 1 | 2 | 3 | 4 | 5 |
| Ethnic Growth: The Changing Face of MN | 0 | 1 | 2 | 3 | 4 | 5 |
| Top 20 List of Personal Skills | 0 | 1 | 2 | 3 | 4 | 5 |
| Minnesota Apprenticeship Totals | 0 | 1 | 2 | 3 | 4 | 5 |
| Building MN's Workforce through Apprenticeship | 0 | 1 | 2 | 3 | 4 | 5 |
| Safety-conscious Youth Apprentices | 0 | 1 | 2 | 3 | 4 | 5 |
| Work-based Youth Apprenticeship | 0 | 1 | 2 | 3 | 4 | 5 |
| Military Resources | 0 | 1 | 2 | 3 | 4 | 5 |
| Financial Aid and College Terms | 0 | 1 | 2 | 3 | 4 | 5 |
| MN Career Information System (MCIS) | 0 | 1 | 2 | 3 | 4 | 5 |
| ISEEK.org | 0 | 1 | 2 | 3 | 4 | 5 |
| MN Higher Education Services Office (HESO) | 0 | 1 | 2 | 3 | 4 | 5 |
| Occupational Information Network (O*NET) | 0 | 1 | 2 | 3 | 4 | 5 |
| Minnesota Career Resource Network (MCRN) | 0 | 1 | 2 | 3 | 4 | 5 |
| MN WorkForce Center System | 0 | 1 | 2 | 3 | 4 | 5 |
| Tech Prep | 0 | 1 | 2 | 3 | 4 | 5 |
| School-to-work | 0 | 1 | 2 | 3 | 4 | 5 |
| National Career Development Guidelines | 0 | 1 | 2 | 3 | 4 | 5 |
| National Career Resources | 0 | 1 | 2 | 3 | 4 | 5 |
| MN Graduation Standards | 0 | 1 | 2 | 3 | 4 | 5 |
| **Answer Keys** | 0 | 1 | 2 | 3 | 4 | 5 |

Any additional comments you have regarding the *2002 Careers Facilitator's Guide*, please put here:

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When completed, **please send this survey** to Amy Yerkes at:

Amy Yerkes
MDES – Research and Statistics
390 North Robert Street
Saint Paul, MN 55101

or **FAX** at: **(651) 282-5429**

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## Facilitator Resources: What's Included

Below is a listing of the resources offered for facilitators of *Minnesota Careers 2002*. The following resources can be used to complement information found within the publication, assist students with activities, or provide additional career and educational exploration resources to *Minnesota Careers* readers.

**Importance of Career Exploration**: An introduction to career education and decision-making for the teachers, counselors and career specialists who use the publication with *Minnesota Careers* users.

**Phases of Career Development**: Describes the elements of the career planning process, which can be used in several career exploration exercises.

**Career Planning Myths**: Reviews myths many students have regarding career decision-making and future planning. Take time to discuss these myths at the start of your career unit.

**Career Decision Checklist**: Describes the five steps important to review at the beginning of career exploration.

**Junior & Senior Year Timelines**: Provides timelines to help students keep on track during high school as they prepare for post-secondary training.

**Sample High School Schedule**: A listing of high school requirements and elective coursework for a junior interested in Engineering, Applied Sciences, or Natural Resources.

**Countdown to College**: A helpful list of activities to review as student and parents prepare for college.

**College Testing Information**: Gives information about popular college preparation and entrance exams like the ACT, PSAT & SAT test.

**How to Research an Occupation**: An introduction to a few best practices when researching a particular job.

**Labor Force Trends**: A brief overview of patterns that affect the labor market.

**Ethnic Growth: The Changing Face of Minnesota**: An overview of changes in Minnesota's population demographics.

**Top 20 List of Personal Skills**: A list of twenty essential personal skills to apply to the workplace.

**Minnesota Apprenticeship Totals**: A current listing of apprenticeships in Minnesota by occupation.

**Building Minnesota's Workforce through Apprenticeship**: An overview of frequently asked apprenticeship questions. It is perfect for those who are often asked similar apprenticeship questions.

A listing of Facilitator Resources is continued on the following page....

**Safety-Conscious Youth Apprentices (FREE CD-ROM)**: Reviews materials from the Minnesota Department of Labor and Industry to help students prepare for future apprenticeship programs.

**Work-Based Youth Apprenticeship**: Overview of youth apprenticeship information.

**Military Resources**: Current phone numbers and website addresses for the five branches of the military are provided.

**Financial Aid and College Terms**: List of common terms, acronyms, and their definitions.

**Minnesota Career Information System (MCIS)**: An overview of MCIS, which is a computer-based system that contains career and educational information for Minnesota and the nation.

**The Internet System for Education and Employment Knowledge (ISEEK)**: An overview of invaluable career planning resources ISEEK provides for students and jobseekers.

**Minnesota Higher Education Services Office (HESO)**: **Available Resources**: Overview of HESO-related products useful to facilitators – including publications, brochures, videos and presentations.

**Minnesota Career Resource Network (MCRN)**: An overview of MCRN and details on how the Network coordinates Minnesota's career and occupational information.

**Skills Resource**: **The Occupational Information Network (O*NET)**: Describes O*NET, a skill-based database, and the occupational information it can provide.

**Minnesota WorkForce Center System**: An invitation to Minnesota WorkForce Centers and details surrounding its "one-stop shop" system.

**Tech Prep**: An overview of what Tech Prep is and the components of Tech Prep.

**School-to-Work**: Overviews current activities of the School-to-Work organization.

**National Career Development Guidelines**: An overview of National Career Development Guidelines.

**National Career Resources**: An overview of America's Career Kit, including America's Job Bank, Learning exchange, Service Locator, and Career InfoNet.

**Minnesota Graduation Standards**: A brief summary of Minnesota's Graduation Standards. Demonstrates how *Minnesota Careers* can be used to meet graduation standards.

## CAREER EDUCATION

- Motivates and helps keep young people in school
- Provides a skill base for career options
- Provides self-discovery that leads to career direction
- Includes information about how to acquire marketable skills
- Puts higher educational options into perspective
- Gives purpose and relevance to what we learn and why we learn it

## CAREER DECISION-MAKING

- Career decision-making is a process
- Career decision-making is a skill that can and should be taught to students
- Helps students organize their thinking about topics in choosing a career path
- Overcome obstacles that may inhibit career decision-making by examining a student's style of decision-making.
- Students should not expect to make a final career decision lightly

## FANTASY PERIOD

(before age 11)

Little knowledge of occupations

Modest knowledge about abilities

Believe "I can be anything I want to be"

Imagination runs wild

## TENTATIVE PERIOD

(ages 11 through 17)

Become aware of interests and abilities

Learn about the world of work

Discover choices must be made soon

Need supplemental information to make good choices

Continues searching, reaching out, trying new things

Ask themselves: "What am I capable of?"

## REALISTIC PERIOD

(ages 17 to young adult)

Know interests and abilities fairly well

Must compromise between what they would like to do and what is possible

Reach decision-making time

Adapted from **Youth and Career Decisions** [by J. Davis and M. Dickmeyer].

**MYTH - There is one right job just for me.**

*This is an age-old myth. There are numerous occupations for multi-faceted individuals where multi-talents can be applied. The nature of such possibilities only expands as your work experience grows.*

**MYTH - You must have experience to find a job.**

*Not everyone needs experience to find a job. Most people are hired for their aptitude or potential to learn and advance within an organization.*

**MYTH - Everyone starts their careers at age 21 and proceeds in a straight line toward their career goals.**

*It's rare that this will happen. Sure, some people's career paths lead down the straight and narrow, but most paths result in changes of direction. In fact, the majority of people change jobs a minimum of six or seven times over the course of their lifetime.*

**MYTH - Career planning is an irreversible process.**

*Simply not so. Career plans are revisited and refined all the time. You can change career directions whenever your talents, needs, and resources dictate or allow you to.*

**MYTH - There is a particular set of job responsibilities for every occupation.**

*Job duties are the result of the individual's capabilities and the needs of the individual's employer. People in positions that have the same or similar job title very often perform different tasks.*

**MYTH - Choosing an occupation is difficult.**

*Choosing an occupation is a complex process that takes time, patience and research. It can be a satisfying experience. The guidance of your family, teachers and counselors can help.*

**MYTH - If I'm smart, I'll go to college, study hard and graduate. Then I'll get a good paying job in my chosen profession.**

*Unfortunately, this is not always true. Getting a good paying job in your chosen occupation depends on many factors, some of which you have no control over, like the economy, downsizing, competition, or advancements in technology.*

**MYTH - A four-year college degree guarantees a good paying job.**

*The truth is, no college degree "guarantees" a stable, good paying job. Many jobs now require skills typically acquired at a community college or tech school, and those jobs pay just as well, if not more, than jobs that require a four-year degree. The key is obtaining technical skills, education and training that strengthen your opportunities for finding a great-paying job.*

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**MYTH - Everyone should go to college.**

*College is not for everyone. It's fair to say that most people need some type of training beyond high school, but not everyone needs to go to college to get that training. No one should attend college because they feel it's their only option, because there are several options besides college.*

**MYTH - College costs too much. There's no way my family and I can pay $15,000-$20,000 for tuition.**

*Despite rising tuition costs, not all colleges are that expensive. In fact, few schools charge $20,000 per year. Most Minnesota public colleges and universities charge tuition and fees under $3,400 per year. And remember, many forms of financial aid are available.*

**MYTH - My family and I can't save anything on our income. College is out of the question for me.**

*Talk to your family about the ways you and your family can financially prepare for college. Consider searching for academic, athletic, or community-based scholarships. Research TRIO programs, which assist first generation or economically disadvantaged individuals.*

**MYTH - It's too late for me. I haven't saved anything and I don't have time to save now.**

*It's never too late. During college, many students work to offset the cost. You may be eligible for financial aid in the form of grants and scholarships. To find out, complete a Free Application for Federal Student Aid (FAFSA) Form and submit it promptly. Federal tax credits for higher education and deductions in student loan interest rates make paying college costs easier. And, although loans are the least desirable option, they are available to make college do-able.*

**MYTH - It won't do my family or me any good to save, because saving will only reduce my chances for financial aid.**

*Actually, the penalty is very small. Under current law, the maximum amount of aid you can lose is $5 for every $100 of savings.*

**MYTH - Our family income is too high to receive aid, but we can't afford the full cost of college. There's no assistance available for me.**

*It's true -- some families are not eligible for grants. There is assistance available, however. There are tax benefits, low-interest loans, or you may qualify for a scholarship based on academic achievement, talent, merit, or other criteria.*

✓ **KNOW YOURSELF.** Keep a current inspection list of personal skills, interests, strengths, weaknesses, goals and values.

✓ **RESEARCH.** Investigate and explore occupational information regarding the career you are considering. Learn whether it's a growing or stable field to go into, what the average "Joe" earns, and if it's good match for you.

✓ **LABOR MARKET INFORMATION.** Become aware of different labor market information – like up-to-date wages or employment projections for the various career paths available for your consideration.

✓ **REALITY TESTING.** Talk to experts, interview people, perform volunteer work, job-shadow or take a part-time job in the career field you are considering. The reality is, if you enjoy volunteering, job shadowing or part-time work in your chosen field, chances are you've found a good match.

✓ **REVIEW.** Periodically review your decisions and revise them as necessary. Make sure to position yourself for new opportunities.

# *Junior & Senior Year Timelines*

Are you considering training after high school? Post-secondary training covers anything from taking classes at a technical college, enrolling at a community college, or tackling a 4-year degree. The timelines below will help students and parents keep on track during high school to prepare for post-secondary training. Remember, the timelines are only examples of how to organize your time during your junior and senior years!

## Fall of Junior Year

Review your course schedule. Make sure you have plans to take the classes necessary to prepare you for your educational goals. If you have any questions, talk with your school counselor.

Visit your high school's career center or resource area. Investigate what your interests are in school subjects, careers, educational programs and schools. Use the tools available for this exploration like *Minnesota Careers*, MCIS (see page 34) and ISEEK (**www.iseek.org**).

Get involved in school and community activities. Keep a record of the number of hours you helped out for college applications and scholarships.

Register to take the PSAT. See pages 17-18 for more information about the test.

## Winter of Junior Year

Check with your career center or school counselor to see if your school offers the ASVAB test. See pages 17-18 for more information about what the ASVAB covers.

Start to explore college options. Use tools like *Minnesota Careers*, MCIS and ISEEK to explore your options. Contact interesting schools. Ask the admissions office about the application process and what you need to do to prepare. Ask financial aid offices for information, too.

Talk to others about their college experiences. Ask them questions to get a feel for what college is like.

Gather information about the SAT and ACT exams. Most colleges in the Midwest require the ACT. See pages 17-18 for more information about the tests, what they cost and the dates available. Registration materials may be available from your career center or school counselor.

Consider work-based learning opportunities for the summer like internships, mentorships, work-site field trips and others. See page 13 in *Minnesota Careers* for more information.

Watch for financial aid opportunities available for juniors. Make sure to explore many different sources of aid, like parents' connections, employers, professional organizations, religious affiliations and more.

## Spring of Junior Year

Attend college fairs at your high school or local colleges. Put your name on mailing lists to receive information about colleges you're interested in.

Visit college campuses and arrange for tours during the summer.

Register and take the ACT and SAT. See pages 17-18 for more information on times and dates.

Continue to explore summer job or internship opportunities that fit your career interests.

Consider the Post-Secondary Enrollment Program (PSEO). It allows students to take college courses and earn both high school and college credit at the same time. Talk to your school counselor for more details.

Consider enrolling in summer programs on college campuses. Start collecting information now.

## Summer of Junior Year

Make comparisons based on the colleges you have visited.

Ask for reference letters from your summer jobs, internships and activities.

Make sure your class schedule for senior year is complete and accurate.

If you're considering enrollment in the Military, work with representatives to explore your options and deadlines.

Work on updating, or creating, your resume.

Work on creating a portfolio. Record all your accomplishments, activities, work experiences, work-based learning opportunities and others. Write an essay on your goals and how you plan to accomplish them. List your strengths. Include your transcript and resume.

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| Fall of Senior Year |
|---|
| Check your schedule. Will you have all the necessary requirements completed by graduation for your educational goals?<br>Ask for a copy of your transcript. Are all of your classes on it? Are all of the grades correct? Make sure everything is complete and accurate. You will provide your transcript for many applications this year, like college and scholarship applications. Make sure it reflects you accurately.<br>Attend local career fairs.<br>If you haven't already, take the ACT or SAT. See pages 17-18 for more information on times and dates.<br>Watch for scholarship applications and beware of deadlines. Information about scholarships is often available in your school's career center or through your school counselor.<br>Consider volunteering. Volunteer hours can be used on scholarship and college applications.<br>Fall Break is a great time for visiting colleges. Call ahead to schedule an appointment and a tour.<br>Start collecting college applications. Beware of deadlines. Consider early admission deadlines.<br>Ask for recommendations, or update previous recommendations so you have them ready when needed.<br>Start thinking about an application essay. Ask someone to look it over for you and help with revisions. |
| **Winter of Senior Year** |
| If you didn't take it your junior year, consider taking the ASVAB. Check your career center or school counselor to see if your school offers the ASVAB. See pages 17-18 for more information about the test.<br>Get a copy of the FAFSA (Free Application for Federal Student Aid) from your career center or school counselor if you plan to apply for financial aid. Check financial aid deadlines of those colleges you're interested in.<br>Check your college applications and make sure you are on track with deadlines.<br>Complete the FAFSA form around January. You'll need information from your family's tax return, and yours too, to complete the form.<br>Update your resume. Be sure to include your most recent accomplishments, activities and work experience. Store this, along with additional letters of recommendation, in your portfolio.<br>Continue looking for scholarship applications and watch for deadlines. Search for opportunities on computer programs, like MCIS, by using the Internet and at your local library. Also check with your school counselor or career centers.<br>If you're considering a school out of Minnesota, check on reciprocity agreements and collect the necessary forms. More information about reciprocity can be found on the Higher Education Services Office website at **www.mheso.state.mn.us**<br>Try to apply to the schools of your choice no later than winter vacation. Make sure all the necessary paperwork has been completed and sent to the colleges of your choice by February. Colleges will not process your application until everything is in. This includes test scores, too. |
| **Spring of Senior Year** |
| Make sure your chosen colleges have received all the materials they need.<br>Continue searching for scholarships.<br>Review college acceptance letters as you receive them. Consider your financial aid award letters when making your decisions.<br>Make your final decision about a college to attend. Make sure you notify the college you decide to attend and send the required deposit. Also notify the colleges you did not choose about your decision.<br>Send the people who wrote you recommendations a thank you letter. Let them know about your future plans.<br>Don't slack off, even after you've been accepted! Colleges look for strong grades in your senior year of high school, too. These grades are part of your whole picture and are figured into your GPA and class rank.<br>Have a great graduation! |
| **Summer of Senior Year** |
| Consider summer employment to help defray some of the costs of college.<br>Read to stay ready for college.<br>Attend orientation meetings offered at your college.<br>Enjoy your summer! |

# *Sample High School Schedule*

The classes you take in high school impact your future. Gain the most from your high school experience by taking courses that apply to career fields you're interested in. Doing so not only lightens your academic load, but it makes you more attractive to college admission representatives and helps you learn which career is right for you.

The following sample high school schedule is based on 11th grade requirements and electives for someone interested in engineering, applied sciences and natural resources.

Students interested in other fields, like Health Services, Human Services, Media Arts & Communication, or Business, Management & Technology, will have different elective choices. Elective courses also vary by school. Be sure to talk to your school counselor or career center for assistance in planning the right schedule for you!

## Sample Schedule for Engineering, Applied Sciences and Natural Resources

**REQUIRED COURSES:**

- English Humanities (2 trimesters)
- World Literature (3 trimesters)
- Integrated Math (2 trimesters)
- Analysis (2 trimesters)
- Chemistry or Biology (2-3 trimesters)
- American History (2 trimesters)
- History of the Americas (2 trimesters)

**ELECTIVE COURSES** (Look at **all** the possibilities!):

- Auto
- Graphics
- Power Point/Database
- Oral Communications
- Spredsheet
- ROTC
- Drafting Architecture
- Wood
- Draft Engineering
- Food Tech
- Fine Arts
- Computer Keyboarding
- Small Engines
- Calculus
- World Languages

## Typical amount of electives taken per year of high school

In addition to required courses in 9th grade...typically, 2 to 3 electives are chosen.

In addition to required courses in 10th grade...typically 4 electives are chosen.

For 11th grade, 5 to 7 electives should be chosen in addition to your required coursework.

For 12th grade, you will have the option of choosing up to 11 electives, once you're required coursework is completed.

**MAKE THE MOST OUT OF YOUR HIGH SCHOOL EXPERIENCE & GOOD LUCK!**

This high school schedule was adapted from *Pathways to Success*
Harding High School in St. Paul, Minnesota.

## *Countdown to College*

Decided to go to college after high school but not sure which college? Take time to read over the following countdown to college. It will help you discover which college is best for you!

**10. Continually check and make sure you're properly prepared**
- Check high school graduation requirements.
- Stay involved in school activities, community services, clubs, jobs, etc.

**9. Review your areas of interest**
- Explore your goals, abilities and knowledge by taking assessments and talking to others.
- Visit the library and use the Internet to research career possibilities.

**8. Identify the educational program(s) in your area(s) of interest**
- Use the Internet and library to do research or talk to someone in that career.
- Visit the National College Fair in the Twin Cities, local college/career days and regional college fairs.

**7. Prepare for and take the required college entrance tests (ACT, SAT and others)**
- Find out the dates and locations of college entrance tests in your area.
- Pick up registration materials from your high school counselor or career resource center.

**6. Gather information about college options to weigh the pros and cons**
- Decide what's important to you in a college: location, programs, size, athletics, etc.
- Research different schools and their admission policies.

**5. Create a priority list of schools**
- Make sure schools on your list have the programs you are interested in.
- Rank each school on your list according to the items that were important to you in step 6.

**4. Visit ALL the schools you might consider attending**
- Talk to students and professors, as well as the admissions department and financial aid staff.
- Sit in on a class, eat in the cafeteria, or just hang out.

**3. Apply to a minimum of three schools**
- Type or neatly write your applications in pen. Have someone check for errors before you send them.
- Highlight all of your achievements and personal goals.

**2. Apply for financial aid**
- Complete the Free Application for Federal Student Aid (FAFSA).
- Apply for many scholarships and grants (use the Internet, library, and resources at your school).

**1. Choose your school**
- Notify those schools you choose not to attend.
- HAVE FUN!

Adapted from the **Minnesota Higher Education Services Office.**

## *College Testing Information*

There are several types of college tests available. Read below for a description about each type of test, how much they cost and when they will be available. Internet addresses are provided for additional information.

### PLAN: Preliminary Test of the American College Testing Program

The PLAN is an assessment of achievement, interest, study skills and student information. It aids in career and educational planning. It includes four sections: writing skills, math, reading and science reasoning. The test is intended for sophomores in high school. PLAN is not used for college admissions. Ask your school counselor if PLAN is available at your school. More information can be found on the ACT website at **www.act.org**

### PSAT: Preliminary Scholastic Aptitude Test

The PSAT measures a students' ability to do college work. It's a short form of the Scholastic Aptitude Test (SAT) and measures verbal, mathematical and writing skills. It is recommended to take the PSAT as a junior or sophomore in high school. The PSAT is also the qualifying test for scholarship competition for juniors called the National Merit Scholarship. The PSAT is not used for college admissions. Check with your school counselor about dates and cost of the PSAT. More information can be found on the SAT website at **www.collegeboard.com**

### ASVAB: Armed Services Vocational Aptitude Battery

The ASVAB is an interest inventory sponsored by the U.S. Military. The test helps students match their interests and abilities with careers in the military and civilian worlds. The ASVAB is available for juniors and seniors at no cost. The ASVAB is typically offered at high schools, so check with your school counselor or career center for availability.

### ACT: American College Testing Program

The ACT test measures knowledge and skills acquired during high schools. It includes questions in English, math, reading and science reasoning. It is recommended to take the ACT in the Spring of junior year or Fall of senior year. The ACT is a college entrance exam required by most Midwestern colleges. The test is offered 5 times a year and costs $24 for regular registration and $39 for late registration. Below is a breakdown of test dates for the 2001-2002 school year. Additional information and testing dates for the 2002-2003 school year are available on the ACT website at **www.act.org**

| Test Dates | Regular Registration Deadline | Late Registration Deadline (regular fee + late fee) |
|---|---|---|
| October 27, 2001 | September 21, 2001 | October 5, 2001 |
| December 8, 2001 | November 2, 2001 | November 15, 2001 |
| February 9, 2002 | January 4, 2002 | January 18, 2002 |
| April 6, 2002 | March 1, 2002 | March 15, 2002 |
| June 8, 2002 | May 3, 2002 | May 17, 2002 |

## SAT I: Scholastic Aptitude Test

The SAT is a reasoning test and measures verbal and mathematics reasoning abilities. It is recommended to take the SAT in the Spring of junior year or the Fall of senior year. Many colleges on the East and West Coasts require the SAT for admission. All Military Academies require the SAT. The test costs $25 and is given 7 times throughout the year. Below is a breakdown of test dates for the 2001-2002 school year. Additional information and testing dates for the 2002-2003 school year are available on the website at **www.collegeboard.org**

| Test Dates | Regular Registration Deadline | Late Registration Deadline (regular fee + late fee) |
|---|---|---|
| October 13, 2001 | September 11, 2001 | September 15, 2001 |
| November 3, 2001 | September 28, 2001 | October 10, 2001 |
| December 1, 2001 | October 27, 2001 | November 8, 2001 |
| January 26, 2002 | December 21, 2001 | January 2, 2002 |
| March 16, 2002 | February 8, 2002 | February 20, 2002 |
| May 4, 2002 | March 29, 2002 | April 10, 2002 |
| June 1, 2002 | April 26, 2002 | May 8, 2002 |

## SAT II: Scholastic Aptitude Test

This SAT test is a subject test and measures knowledge and application of knowledge for the specific subject area. It is recommended to take this SAT in the Spring of your junior or Fall of your senior year. This SAT is required for admissions at many colleges on the East and West Coasts and all Military Academies. The test is offered 6 times a year and the cost will vary depending on which tests are taken. Below is a breakdown of test dates for the 2001-2002 school year. Additional information and testing dates for the 2002-2003 school year are available on the SAT website at **www.collegeboard.com**

| Test Dates | Regular Registration Deadline | Late Registration Deadline (regular fee + late fee) |
|---|---|---|
| October 13, 2001 | September 11, 2001 | September 15, 2001 |
| November 3, 2001 | September 28, 2001 | October 10, 2001 |
| December 1, 2001 | October 27, 2001 | November 8, 2001 |
| January 26, 2002 | December 21, 2001 | January 2, 2002 |
| May 4, 2002 | March 29, 2002 | April 10, 2002 |
| June 1, 2002 | April 26, 2002 | May 8, 2002 |

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# *How to Research an Occupation*

Below are some basic guidelines for how to research an occupation. There is no correct method, but these steps will get you started.

First, ask yourself **why** you're interested in a particular occupation and **what's** important. Is it the work environment you like? The hours? The pay? Do you want a job where you travel or do you prefer working outdoors compared to indoors? Is status important to you? All of these factors figure in!

After you assess **why** you're interested in a particular job or occupational field, it's time to learn more about it. Ask yourself some basic questions, like:

What's a typical workday like?
What type of education or training does it require?
Does this occupation match my skills and interests?
Am I *really* interested in this occupation, or does someone else think it's a good fit for me?
Can I see myself doing this job everyday for the rest of my life?

Use this list of places to find specifics about a particular occupation.

Visit a library. Check out books, business journals, directories or magazines on anything and everything about companies that employ a particular occupation.

Go online. The Internet has become an increasingly important tool for finding information. Visit **www.iseek.org**, **www.mcrn.org**, **www.mnwfc.org**, or **www.acinet.org** just to name a few!

Visit a Minnesota WorkForce Center. WorkForce Centers have tools like a resource area stacked with career-related publications, resume software and much more.

Read through the newspaper want ads. Learn what types of skills companies want for specific fields. Find out about specific job duties and get a feel for how many jobs are available for that particular occupation.

Consider job shadowing or finding a mentor who's employed in the field or works in a similar occupation you would enjoy.

Ask someone in the occupation you're interested in about related professional organizations. Follow-up with that organization by asking questions about job duties, wages, etc.

Consider additional names for the occupation you're trying to research. Job titles are not the same in every industry. Minor differences in the job title may mean major differences in the type of work that is done.

Consider where you live and whether you're willing to relocate. If your plan is to live in the desert of New Mexico, chances are not many aquatic biologists make a living there. You may have to consider searching in alternative regions of the U.S. or in other countries.

## The labor force and the world of work

The labor force is a pool of workers who participate in the workforce. Changes occur as people age and begin to retire, or the workers who enter the workforce are different than the majority. This difference could be gender-based or ethnic-based for example.

Consider your parents' participation in the labor force. Some parents are known as "Baby Boomers," a generation following World War II, when families had several children. As Baby Boomers entered the workforce, the labor force expanded and grew to accommodate an increasing number of people who were available to work.

Just as the labor force adjusts to increases in population, it also adjusts to decreases. As Baby Boomers begin to retire, the labor force will shift once more. The trend may mean more jobs are available for jobseekers. And it may impact the types of jobs available. For example, there may be an increase in jobs related to an aging population, like health care.

Changes in the labor force affect the workplace in many ways and are important to consider as you enter the labor force now or in the near future.

# Trends of the millenium

### Increased Participation of Women in the Workforce

In Minnesota, women make up 69.9% of the labor force. Women's participation in the labor force is expected to increase by 25.5% between1990 and 2020.

### Labor Force is Aging

The Bureau of Labor Statistics predicts that workers in the labor force aged 25 to 44 will shrink by 5.5%. Those aged 65 and over, are projected to increase more than 130% between1990 and 2020!

### More Ethnically Diverse

Ethnic composition of the current labor force is changing, just as Minnesota is diversifying in population. See page 21, *Ethnic Growth: the Changing Face of Minnesota*, for interesting demographic statistics!

Statistics were obtained from 1999 data from the Bureau of Labor Statistics.

## Just how has Minnesota changed ethnically in the last decade?

Statewide, **minority population figures increased 12%** for a total of 582,336 minorities residing in Minnesota.

Waves of Hmong refugees from Laos and Southeast Asia, immigrants from Somali, and Latino people are growing at rates not seen since World War I. While racial minority groups grew at an exceptional rate in Minnesota compared to the U.S., Minnesota still has a ways to go before looking like the rest of the U.S.

## Minnesota Statistics

Across the country, racial and ethnic minorities grew 43% overall...how does Minnesota compare?

**Latino population grew 166%** to 143,382 people living in Minnesota.

**Asian population increased 85%** to 141,968 people living in Minnesota.

**African American population increased 81%** to 171,731 people living in Minnesota.

**American Indians population grew 10%** to 24,967 people in Minnesota.

The white population also grew in Minnesota an additional 6.5% for a total of 4,400,282 people.

1.68 % of Minnesotans (82,742) identified themselves as multi-racial in the 2000 census!

## Change & Challenges

Such an influx of culturally diverse people has many effects. Ethnic growth has enriched cultural life, filled jobs in a tight labor market and revived business districts and schools in the inner city.

Such change has also brought about challenges. Housing, health care providers, schools, the criminal justice system and nonprofit agencies, to name a few, are struggling to keep pace with the increasing demand for services and a list of languages that only continues to grow. For example, some students in St. Paul speak an amazing **57 languages**, and 40% of all students now speak a language other than English at home!

Data were obtained from the Bureau of Labor and Statistics and the March 29, 2001, St. Paul Pioneer Press article entitled, *Minorities Change Look of Minnesota.*

# *Top 20 List of Personal Skills*

20. Be punctual and show up to work on time.

19. Be reliable.

18. Maintain good grooming habits or be neat.

17. Dress appropriately for the work place.

16. Think positively.

15. Accept responsibility.

14. Prioritize tasks and complete work efficiently.

13. Listen.

12. Be cooperative.

11. Take the initiative.

10. Manage conflict when it arises.

9. Understand the relationship between work and learning.

8. Be truthful.

7. Do your "fair-share."

6. Know how your team functions.

5. Avoid gossip.

4. Share credit when deserved.

3. Be attentive.

2. Ask for help when necessary.

1. Stay Healthy!!! Be sure to exercise regularly and get adequate rest.

Adapted from 1998 Instructor's Guide 2$^{nd}$ edition of
**Job Savvy: How to Be a Success at Work**
By LaVerne L. Ludden Ed.D.& Marsha Ludden, M.A.

## *Minnesota Apprenticeship Totals*

*Minnesota Department of Labor and Industry*

Number of apprentices by occupation in Minnesota, as reported on July 25, 2001.

| Occupation | Number of Apprentices |
|---|---|
| Construction Laborer | 2,647 |
| Carpenter | 1,283 |
| Electrician | 1,134 |
| Plumber | 671 |
| Sheet Metal Worker | 547 |
| Roofer | 491 |
| Refrigeration Mechanic Equipment | 400 |
| Low Voltage Systems Installer | 305 |
| Iron Worker | 292 |
| Pipefitter (Construction) | 239 |
| Sprinkler Fitter | 216 |
| Painter and Decorator | 187 |
| Bricklayer | 153 |
| Floor Layer | 115 |
| Power Lineworker | 113 |
| Fire Fighter | 97 |
| Millwright | 92 |
| Drywall Finisher | 90 |
| Plasterer | 81 |
| Heat and Frost Insulator | 76 |
| Automotive Technician | 75 |
| Glazier | 72 |
| Stationery Engineer | 70 |
| Cement Mason | 66 |
| Carpet Layer | 54 |
| Tile Finisher | 51 |
| Lather | 37 |
| Gas-Main Fitter | 31 |
| Glass Worker | 30 |
| Tool & Die Maker | 28 |
| Line Repairer | 27 |
| Electrician Powerhouse | 26 |
| Electrician Maintenance | 24 |
| Truck Driver, Heavy | 24 |
| Envelope Folding Machine Adjuster | 22 |
| Operating Engineer | 22 |
| Maintenance Machinist | 21 |

| Occupation | Number of Apprentices |
|---|---|
| Utility Service Person | 19 |
| Book Binder | 18 |
| Mechanic Industrial Truck | 17 |
| Web-Press Operator | 16 |
| Pile Driver | 16 |
| Maintenance Mechanic, any industry | 14 |
| Steamfitter Welder | 14 |
| Instrumentation Technician | 13 |
| Maintenance Repairer, Industrial | 13 |
| Secretary | 11 |
| Machine Operator, Numeric | 11 |
| Tuckpointer, Cleaner, Caulker | 11 |
| Meter Repairer | 10 |
| Plaster Tender | 10 |
| Child Care Development Specialist | 9 |
| Automotive-Body Technician | 9 |
| Cable Splicer, Electric | 9 |
| Rigger | 9 |
| Powerhouse Mechanic | 8 |
| Refuse Derivative Fuel Processor | 7 |
| Resilient Floor Covering | 7 |
| Cabinetmaker | 7 |
| Machinist, Experimental | 6 |
| Machinist | 6 |
| Tool Maker | 6 |
| Electrician Substation | 6 |
| Mold Maker, Die Cast & Plastic | 5 |
| Slide-Forming Machine Tec | 5 |
| Envelope Paper Cutter | 5 |
| Press Operator, Heavy Duty | 4 |
| Regulator Repairer (Gas) | 4 |
| Asphalt-Paving Machine Operator | 4 |
| Preventative Maintenance | 3 |
| Electrical-Appliance Repair | 3 |
| Relay Tester | 3 |
| Tailor (Cutter/Designer) | 3 |
| Electrical Technician | 2 |
| Heat Treater | 2 |

| Occupation | Number of Apprentices |
|---|---|
| Machinist, Prototype | 2 |
| Inspector, General | 2 |
| Machine Setter | 2 |
| Tractor Mechanic | 2 |
| Machine Repairer, Maintenance | 2 |
| Printer, Class C | 2 |
| Instructor Technician, Light, Heat, Power | 2 |
| Furniture Finisher | 2 |
| Welder Combination | 2 |
| Telecommunications Technician | 2 |
| Customer Service Representative | 2 |
| Automotive Painter | 2 |
| Construction Equipment Operator | 2 |
| Maintenance Repairer, Industrial | 2 |
| Building Maintenance | 2 |
| Asphalt Preclaimer Operator | 1 |
| Electric Technician/Systems Control | 1 |
| Drafter, Civil | 1 |
| Administrative Secretary | 1 |
| Meat Cutter | 1 |
| Custodial Technician | 1 |
| Construction, Equipment Helper | 1 |
| Hydroelectric, Machinery | 1 |
| Refrigerator Mechanic (any industry) | 1 |
| Patternmaker, all-around | 1 |
| Electrical Meter Tester | 1 |
| Survey Specialist | 1 |
| Water Treatment Plant Operator | 1 |
| Sign Painter | 1 |
| **TOTAL** | **10,278** |

# *Building Minnesota's Workforce Through Apprenticeship*

*Minnesota Department of Labor and Industry*

The Apprenticeship Unit at the Minnesota Department of Labor and Industry has developed a new promotional booklet about apprenticeship training entitled **Building Minnesota's Workforce through Apprenticeship.** The Apprenticeship Unit works toward promoting apprenticeship opportunities, not only for Minnesota employers, but to the general public as well. There are many benefits to understanding how state registered apprenticeship programs work. Students, teachers, counselors, dislocated workers, veterans, under-employed and unemployed individuals will all find this information useful. The booklet helps to answer frequently asked questions about apprenticeship.

The booklet is broken into three main sections according to the audience. It answers questions for Minnesota employers (highlighting employers' wants and needs in an apprenticeship program and how companies benefit); students (providing basic apprenticeship information and the benefits of participation); and veterans (including how to prepare for entry into an Apprenticeship/OJT (On-The-Job) program which qualifies them for GI Bill benefits).

The booklet is available on disk or in hard copy. Copies may be requested from the Department of Labor and Industry by phoning (651) 284-5090 or 1-800-342-5354. The booklet is also available online at the Department of Labor and Industry's website (**www.doli.state.mn.us/appr.html**) along with additional information about apprenticeship training, that can be found under "Apprenticeship." The booklet, is also available in PDF format, by visiting the Minnesota Careers website (**www.mnwfc.org/lmi/careers**). Be sure to look under "**Facilitator Resources**."

The booklet can be also produced and made accessible in different formats, including large print, Braille or on tape. Please call TTY (651) 297-4198 to request these services.

## *FREE Interactive CD -ROM: Safety-Conscious Youth Apprentices*

Need an Interactive CD-ROM to prepare future youth apprentices for a safe world of work? The Minnesota Department of Labor and Industry, Apprenticeship Unit, has exactly what you're looking for, and it's **FREE**!

### Youth Apprenticeship Safety Training Program

The Youth Apprenticeship Safety Program assists youth in learning how to practice preventive safety measures. It teaches youth to take precautions in the work place that they might normally take for granted. The program consists of eight, easy lessons. Each helps individuals to better understand the variety of dangers they might encounter or be exposed to on the job as well as best safety practices. The following lesson plans are:

Lesson 1: Safety on walking and working surfaces
Lesson 2: Basics of fire protection and emergency exits
Lesson 3: Protective guards on machinery
Lesson 4: Electrical hazards
Lesson 5: Basics of hazard communications terms
Lesson 6: Equipment used on the job (clothing, gloves, shoes, helmets, etc.)
Lesson 7: Equipment tagging and locking
Lesson 8: Safe material handling

The Safety Training Program is available **FREE** on CD ROM or a 3 1/2" floppy disk. The interactive CD ROM allows the student to study the text, prepare for lesson tests, take the exam, save answers, return to a lesson or test during another class time, skip certain questions during quizzes and tests, and print test results. The CD also allows students to keep track of their individual scores and follow their progression. Requests for 3 1/2" floppy disk are also available PDF format, but the disks are not interactive.

### Youth Apprenticeship Health Training Program

The Youth Apprenticeship Health Training Program assists individuals in comprehending basic, health safety information. This program is broken down into five lessons, and focuses on preventing youth from getting injured while on the job or what to do in case of an accident, like first aid and CPR. The following health training areas are covered:

| | |
|---|---|
| Lessons 1-3: | Prevention – understanding occupational health safety, personal and industrial hygiene, and knowing their work environment |
| Lessons 4-5: | Knowing what to do if hurt on the job – basic first aid and CPR |

The Health Training Program is available only on a 3 1/2" floppy disk. The disk allows students to read text, but is unable to proctor an exam.

Both programs are designed to help students learn independently or via a guided facilitator. The lesson begins with a Pre-Quiz – to help students understand information included in the lesson and to find what they may already know. Exams, provided at the end of each lesson, can be used to demonstrate competency for each topic and be graded, if desired.

Teachers are also supplied a **Teachers Manual** on 3 1/2" floppy disk for each program. The manual outlines how to guide students through materials, and most importantly, contains answers to all of the tests! Hard copies of both the Student Manual and Teachers Manuals are available in PDF format on each disk.

To request any of the materials above, please call (651) 284-5090 or 1-800-342-5354. Refer to the **Youth Apprenticeship Safety Training Curriculum** materials.

### What's Youth Apprenticeship?

Youth apprenticeship is a student learning experience with 4 components:

Integration of academic instruction
Career-specific job training
Exploration of career roles
Paid work experience

**Minnesota-based** youth apprenticeship programs, for high school students, 16-18 years old, require approval from the Minnesota Department of Children Families and Learning. Youth apprenticeship programs are multi-year and 2,000 hours or 800 hours in length.

### The Basics about Youth Apprenticeship

Youth apprenticeship programs are aligned with education and industry standards.

Youth apprenticeships are supported by educational institutions and the business community.

Educators, employers, parents, and community representatives work together on the development of youth apprenticeships.

Youth apprenticeship programs support economic development at the local level.

Apprenticeship programs help students to connect academic learning with lifelong learning.

A State of Minnesota Certificate of Completion is awarded to students upon completion of their apprenticeship.

If interested in participating in Minnesota's Youth Apprenticeship Programs, call the Minnesota Department of Children Families and Learning at (651) 582-8387
or visit **www.educ.state.mn.us/stw/index.html**
for more information.

Enlisting in the military is just one of the options highlighted in *Minnesota Careers*. Below you'll find contact information for each of the branches in the U.S. military. Each website contains an online request form for more information. Or feel free to use the toll free number to find a recruitment office nearest you.

**ARMY**

Phone: 1-800-USA-ARMY
Website: **www.goarmy.com**

**ARMY NATIONAL GUARD**

Phone: 1-800-GO-GUARD
Website: **www.1800GOGUARD.com**

**NAVY**

Phone: 1-800-USA-NAVY
Website: **www.navyjobs.com**

**AIR FORCE**

Phone: 1-800-423-USAF
Website: **www.airforce.com**

**AIR NATIONAL GUARD**

Phone: 1-800-TO-GO-ANG
Website: **www.ang.af.mil**

**MARINE CORPS**

Phone: 1-800-MARINES
Website: **www.marines.com**

**COAST GUARD**

Phone: 1-800-424-8883
Website: **www.uscg.mil**

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## *Financial Aid and College Terms*

**Academic Calendar**
The system by which an institution divides its year into shorter periods for instruction and awarding credit. Most common calendars are based on semesters, trimesters and quarters.

**ACH Achievement Test**
The ACH Achievement Test is a supplemental exam used by competitive schools in exchange for the SAT for admissions purposes. The test measures students in a variety of academic subjects at a four-year high school curriculum.

**ACT (American College Testing program)**
A college admissions test that is used by many colleges along with the student's high school record to consider them for admission.

**Advanced Placement (AP)**
AP courses are for students admitted or assigned to an advanced level course in a certain subject based on evidence that he or she has already completed the equivalent of the subject.

**Associate Degree**
A degree granted by a post-secondary institution after satisfactory completion of a 2-year full-time program of study or its part-time equivalent. This 2-year degree is usually acquired at a community or junior college.

**Baccalaureate/Bachelor's Degree**
A Bachelor's degree is received after the satisfactory completion of a four-year full-time program of study or its part-time equivalent. It may be completed at a private, public or state college.

**CEEB Number**
A CEEB number refers to a six-digit code that's assigned to your high school, which identifies colleges and universities.

**CLEP (College Level Examination Program)**
CLEP is a series of exams in undergraduate college that provides the opportunity to demonstrate college-level achievement for course credit. CLEP is sometimes also used by employers to satisfy education requirements for advancement or licensing.

**Community College**
Offers students education programs and transfer programs. Community colleges are usually two years in duration, full-time or the part-time equivalent and offer Associate degrees.

**Cooperative Education**
Cooperative Education is a college career program in which a student alternates between full-time study and full-time employment in a related field (not to be confused with Work-Study, a financial aid program.)

**Credit**
The numeric value attached to a course for overall diploma requirements.

**Deferred Admissions**
Deferred Admissions refers to the practice of postponing enrollment for a period of time after acceptance to a college.

**Early Admission**
A practice of some colleges that admit certain students who have not yet completed high school – usually students of exceptional ability who have completed their junior year.

**Early Decision**
Colleges that subscribe to this plan agree to follow a common schedule for early-decision applicants. Colleges may offer one of two plans. A student applying under the first choice plan (EDP-F) must withdraw application(s) from all other colleges when notified of acceptance by their first college choice. A student applying under the single-choice plan (EDP-S) may not apply to any college other than his or her first-choice unless rejected by that institution. For college that follows either type of plan, applications (including financial aid applications) must be received by a specific date, usually no later than November 15. Applicants will also be notified by a specified date, usually by December 15.

**FAFSA (Free Application for Federal Aid)**
Used by colleges and universities to determine students' and families' financial contribution to college costs. Colleges use the FAFSA form to determine federal and state eligibility for financial aid packages.

**Financial Aid**
Scholarships, grants, loans, work-study programs and other monetary support to pay for post-secondary education.

**Financial Aid Package**
Forms of financial aid combined by a post-secondary institution that are presented to a student upon acceptance to the school. The combination of aid available (loans, grants, etc.) is used to pay the yearly cost of education.

**Four-One-Four (4-1-4)**
This is a variation of the semester calendar system. It consists of two semesters separated by a one-month intercession or interim used for intensive short courses, independent study, off-campus work or other type of instruction.

**Four-Year College**
Provides programs leading to a bachelor's degree likes Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)

**Grant**
Money a student obtains from government or private sources which is used for post-secondary education and which does not have to be repaid.

**Loan**
Money a student obtains from government or private sources which is used for post-secondary education and has to be repaid, generally upon completion of one's education.

**Merit**
Describes a type of scholarship in which the award is based on a student's academic and school achievement(s).

**Need**
Used to describe an award of financial aid based solely on a student's personal and family financial circumstances.

**Open Admission**
Open admission refers to a college admissions policy where high school graduates and other adults are generally admitted without regard to conventional academic qualifications, such as high school coursework, grades or admission test scores.

**Pell Grant**
Pell grant is a federal grant based on an individual's or family's financial need for college expenses.

**Perkins Loan**
Perkins Loan is a low-interest, federally subsidized loan to help students finance their college education.

**PLUS (Parental Loan Undergraduate Students)**
A loan for parents of undergraduate students to help finance their children's education.

**Private College/University**
A not-for-profit college supported primarily by private funds. Costs to students are generally higher than state schools. Typically, there isn't a difference between resident and non-resident tuition costs.

**PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Qualifying Test)**
A test taken by 11th grade students in October to familiarize them with college entrance exams they will most likely take the following Spring. The preliminary test is also the first round of the National Merit Scholarship competition and the National Scholarship for Outstanding Negro Students.

**Residency Requirements**
Most schools require that a student spend a minimum number of terms on campus (as opposed to pursuing independent study or transferring credits from other colleges) to be eligible for graduation. Residency requirements may also refer to the minimum amount of time a student is required to have lived in a state to be eligible for in-state tuition.

**Rolling Admissions**
Rolling admissions refers to a procedure where the college considers the student's application as soon as all required credentials have been received. The college usually notifies the applicant of its decision without delay.

**SAT (Scholastic Aptitude Test)**
SAT is a college admissions test used by many colleges, along with a student's high school records to consider an applicant for admission.

**Scholarship**
Money awarded to students to pay for educational expenses at a post-secondary institution based on need and/or merit. Scholarships do not have to be repaid.

**SELF Loan (Student Educational Loan Fund)**
The Student Educational Loan Fund is a Minnesota-based program intended to aid students who are not eligible for subsidized federal loans. Borrowers pay interest quarterly while in school.

**Stafford Loan - Guaranteed Student Loan**
A low-interest, guaranteed, federally subsidized loan to finance a student's education awarded through a college financial aid package.

**State College/University**
A university that is supported by a state government and typically costs less than a private college or university. In-state residents' costs are usually less than non-resident students (out of state).

**Three-Two (3-2) Liberal Arts and Career Combination**
A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study. At the end, the student is awarded both a Bachelor of Arts and a Bachelor of Science degree.

**TOEFL (Test of English as Foreign Language)**
TOEFL is a test for high school students whose native language is not English. Students are required to have resided in U.S. two years or less.

**Transfer Program**
Transfer programs primarily refer to an education program at a 2-year college that prepares students to continue their studies at a 4-year school.

**Transfer Student**
A student who attended another college for any period of time, from a single term to three years. A transfer student may receive credit for all or some of the courses completed at the discretion of the college.

**University**
An institution composed of undergraduate, graduate and professional schools that may include colleges of arts and science, business, education, engineering, agriculture and others.

**Work-Study**
A form of financial aid awarded by colleges where a student is given a part-time job on campus. The income earned is to be used for school expenses.

From the **Minnesota Career Information System** (Minnesota Department of Children, Families and Learning).

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# *Minnesota Career Information System (MCIS)*

*Lighting Your Way...*

**Minnesota Career Information System**

The Minnesota Career Information System (MCIS) is an important resource when making career and educational decisions. MCIS is easy-to-use and widely available for high school students in Minnesota. It's designed to aid students with career planning, career assessment tools, goal setting, and making decisions. Updated annually, MCIS provides current and comprehensive information on careers, schools, financial aid, and many other topics.

The program includes:

- 480 different occupational descriptions that have been revised, based on O*NET data
- Employment in traditional and nontraditional occupations
- National and Minnesota schools and programs of study with a tool that helps to identify the school that meets your needs
- Scholarships and financial aid with a device that identifies scholarships that meet your criteria
- Job search and self-employment
- Military careers
- Minnesota industries

Features in MCIS include occupational videos, Internet links to resources and most higher education schools. Additional features include sorting tools that match interests, abilities, and work preferences. Scholarships and post-secondary schools can also be sorted by personal preferences.

Fairly new to MCIS is an electronic portfolio component called *My Journey*. *My Journey* guides students through the process of assembling career information about themselves. Students can collect and store information about lifework and careers experiences to develop an overall career plan.

For teachers in particular, MCIS contains a module of about 450 career development and educational learning activities called PLAN (Practical Learning Activities). PLAN allows teachers to apply career developments and real-life experiences to their curriculum.

Hands-on training workshops are provided each year for the MCIS system and other career tools.

MCIS is administered by the Division of Lifework Development at the Minnesota Department of Children, Families and Learning. MCIS also distributes a variety of other career resources for elementary and middle school students. For more information about the MCIS or these other products, visit **cfl.state.mn.us/mcis** or contact the Minnesota Career Information System office at 1-800-599-6247.

## Seek and You Will Find!

**www.iseek.org**

**Minnesota Internet System for Education and Employment Knowledge**

**ISEEK** is a comprehensive website to help you connect to a heap of information about careers, job openings, skills, financial aid, employment and wage information for different occupations, and more! **ISEEK** is ideal for anyone exploring careers and gathering information for the career planning process.

With **ISEEK**, you can:

- **Find the perfect career!** Discover your skills and interests. Read about hundreds of career paths and occupations. Link to internships and mentorships. Check out occupations, salaries and employment outlook. Find everything at **ISEEK** to make smart career choices.

- **Find education to reach your goals!** Explore detailed information on Minnesota schools, colleges and universities. Learn how to apply for colleges and ways to finance it.

- **Find a class!** Access thousands of Internet, short-term and classroom-based classes at private and public schools in Minnesota.

- **Find a job that's right for you!** Connect to the **Minnesota Job Bank**, which lists thousands of current Minnesota job openings, internships, and mentorships. Find contact information for thousands of companies, build a resume, read interviewing tips and research wages and future trends for specific jobs.

**ISEEK** has two companion websites that offer additional career, education and employment information:

The **Minnesota Virtual University (www.MnVu.org)** is a gateway to online courses, programs, and learning resources offered by Minnesota education and business providers.

The **Career Resource System (crs.iseek.org)** links students and employers through work-based learning opportunities – like job shadowing, internships, and work-site trips.

**www.iseek.org**

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# *Minnesota Higher Education Services Office (HESO)*

*Available Resources*

The Minnesota Higher Education Services Office (HESO) offers publications, presentations, and videos to help Minnesotans explore higher education options and to better understand financial aid. Resources are available at no charge, except where noted.

**Focus on Financial Aid**

Describes financial aid and how to apply for it. *Focus* includes descriptions of state and federal programs, lists whom to contact about financial aid at each of Minnesota's schools of post-secondary institutions, and other helpful information. Summary versions are available in English, Spanish, Hmong and Somali.

The publication can be downloaded at **www.mheso.state.mn.us**

**Get Ready For Your Child's Education**

Helps families prepare children of any age for higher education. The publication contains articles on preparing academically, financially, and socially for college.

**Get Ready Video**

Corresponding with the *Get Ready* publication, the video talks about the advantages of higher education. The video illustrates interviews with people who achieved higher education for themselves and how they did it.

Video cost: $10

**Future Choices**

Future Choices is a mini-curriculum for students about to enter high school. This magazine includes a counselor's guide, a quiz, and an individualized research project for students. The goal is to help 8th and 9th grade students think about and begin to plan for their future. *Future Choices* also plants ideas on how to make future dreams a reality by providing tips on how to make the most out of high school.

The publication can be found at **www.mheso.state.mn.us**

**Future Choices Video**

A 17-minute video with four real Minnesota college students demonstrating to 8th and 9th grade students how they made it through 8th grade and beyond, and how higher education changed their lives. Video cost: $15 (free to middle schools).

**Adults Beginning or Returning to Higher Education - Brochure**

Discusses specific issues adults encounter when entering or returning to higher education.

This brochure can be downloaded at **www.mheso.state.mn.us**

### Child Care Assistance for Post-Secondary Education Students - Brochure

Parents may be eligible for a grant to pay for childcare while in college. This brochure explains the childcare grant program. The brochure can also be downloaded at **www.mheso.state.mn.us**

### Is This a Good School? - Brochure

Outlines strategies for students and consumers to evaluate the quality of educational programs and schools in Minnesota.

### A Guide for Counselors

A guide to admissions, financial aid, and post-secondary education programs in Minnesota for high school and other counselors. This guide is large, comprehensive, and contains valuable resources on preparing and paying for college.

One free copy is sent to each high school. Additional copies are $10 (high school counselors) and $25 (others). Binders are $5 each.

### Free Financial Aid and College Planning Presentations

HESO provides free presentations to individuals of all ages about: financing a college education, planning for high school and college, what college is, why a person should strive for higher education, new tax and saving benefits, and how Minnesota helps students succeed through financial aid and other initiatives.

Presentations are free and can be scheduled for any time and at any location in Minnesota. Contact Colleen Harris for more information (651) 642-0685 or 1-800-657-3866 extension 3203.

**To obtain any of the above publications, videos, or services, contact:**

The Minnesota Higher Education Services Office
1450 Energy Park Drive Suite 350
Saint Paul, MN 55108

(651) 642-0533 (Phone)
(651) 642-0675 (Fax)
1-800-657-3866 (Greater Minnesota)
1-800-627-3529 (TTY)

E-mail: **info@heso.state.mn.us**
Website: **www.mheso.state.mn.us**

# *Minnesota Career Resource Network (MCRN)*

MCRN is an interagency board of state-level career information producers who work to identify unmet career information needs and advocate solutions for those needs. The resources and information MCRN provides assist Minnesota's learners, career explorers and employers.

The Minnesota Career Resource Network has a **new name** and a **new website** available at **www.mcrn.org**. Previously, MCRN was known as the Minnesota Occupational Information Coordinating Committee or MOICC. Although the name has changed, MCRN still delivers top-of-the-line career information. You'll find MCRN to be a great resource for facilitators of *Minnesota Careers*. Specific to career exploration, MCRN provides the following:

## Complete Listing of Career and Occupational Resources

MCRN's website houses an online library of public resources on career and occupational information. Consider it your one-stop shop to career-related resources like software applications, publications, training opportunities and more!

A short description and link for further information are provided for each resource. Resources include: information on apprenticeships, computer applications, links to updated labor market information, career games for the classroom, Internet resources, publications, portfolios, and career videos.

## Links to Career and Educational Resources

Internet links to several state-specific and national resources are also provided by MCRN. Career and educational links are organized into several categories, including: career and occupational information, education resources, financial aid information, job search resources, labor market information, resume assistance, skill categories, and state/national agencies and departments.

## OINC e-News Letter

MCRN recently launched its online electronic newsletter, **OINC** (**O**ccupational **I**nformation & **N**ews about **C**areers). Learn about career product updates, grant opportunities related to career information, conferences, professional developments opportunities and so much more. You can subscribe to **OINC** to receive customized, electronic updates monthly on the topics you choose and submit information to be posted online. **OINC** also has a listing of updated career links.

Explore the Minnesota Career Resource Network website today!

**MINNESOTA CAREER RESOURCE**
Network

## *Skills Resource*
## *The Occupational Information Network (O*NET)*

You can't talk about occupations without knowing the importance of skills and how they relate to one's occupation. Employers today are in search of multi-skilled workers. To be multi-skilled, you must assess your personal skills and determine their transferability – that is, how can your abilities be used in multiple situations. To be a successful jobseeker, individuals should begin exploring the skills they already have and identify the ones they need to develop.

To help students assess and determine their skills, *Minnesota Careers* has a section entitled "What skills do you need?" This section outlines critical skills for each occupational group with data from the Occupational Information Network, or O*NET.

The U.S. Department of Labor's Education and Training Administration developed O*NET in response to the need for an up-to-date occupational information resource. O*NET is a skill-based structure that identifies, defines and describes the elements of job performance. Each occupation in O*NET is described by its skills, abilities, knowledge, occupation-specific tasks, interests, work styles, experience requirements, and more. For skills, O*NET identifies more than 40 different skills that are grouped into six sets. Below are definitions of these skill sets and examples of the skills they include.

**Problem Solving Skills**: The capacity to solve ill-defined problems in complex, real-world settings
*Examples: Problem Identification, Idea Evaluation and Information Gathering*

**Basic Skills**: Completing tasks using basic skills, such as reading, math and science
*Examples: Reading Comprehension, Writing and Mathematics*

**Resource Management Skills**: The efficient allocation of time, financial, material & human resources
*Examples: Time Management and Management of Financial Resources*

**Social Skills**: The ability and willingness to work with others to achieve goals
*Examples: Persuasion, Negotiation and Social Perceptiveness*

**Technical Skills**: Ability to design, set-up, operate and repair machinery & technological applications
*Examples: Installation, Programming and Troubleshooting*

**Systems Skills**: The ability to improve social arrangements and technical systems in the workplace
*Examples: Systems Evaluation, Visioning and Systems Perception*

The Minnesota Department of Economic Security has developed several products using O*NET data. Two publications of special interest to students would be:

***What Could Your Next Job Be?*** which explores new and evolving occupations in Minnesota and explains the skills, abilities and knowledge necessary to keep current with skill demands in occupations. The publication can be accessed online at **www.mnwfc.org/lmi/neo**

***Most Marketable Skills*** which focus on the skills, abilities, and knowledge that are the fastest growing and highest paying in Minnesota. *Most Marketable Skills* is available at **http://www.mnwfc.org/lmi/pub1/mms/**

To order either publication, please call the Research and Statistics Office at (651) 296-6545 or 1-888-234-1114. To find out more about O*NET or access their online viewer, visit **www.onetcenter.org**

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# *Minnesota WorkForce Center System*

## Your first stop on the way to work

**GET CONNECTED** to the Minnesota WorkForce Center System! The system includes 53 WorkForce Centers located throughout Minnesota, with each one providing numerous employment resources.

Minnesota's WorkForce Centers assist job seekers because they are "one-stop shops" that have access to employment and training information. And the information they provide applies directly to your area!

WorkForce Center services give you the tools and career smarts you need. Services include:

- Look for a job (local or national) using a computer and searching the Internet
- Research hot jobs and the skills you need
- Take assessment quizes to discover how your interests or skills match potential jobs
- Enroll in free classes to fine tune your resume or search for jobs
- Discover financial aid possibilities and training information
- Look for summer jobs and special opportunities for qualified youth

The WorkForce Center System is a resource for everyone, teachers included! Contact your local WorkForce Center for information about tours, training or presentations for career classes.

To learn more about the services available at each WorkForce Center, call 1-888-GET-JOBS (1-888-438-5627). TTY (651) 282-5909 (metro) or 1-800-657-3973. A complete listing of WorkForce Center locations can be found on page 108 in *Minnesota Careers*, or visit a WorkForce Center online at **www.mnwfc.org**

**Your first stop on the way to work.**

**1-888-GET-JOBS**

## What is Tech Prep?

Tech Prep is a federally sponsored educational-reform initiative that promotes the use of work-based learning and new technologies in career and technical education programs. It encourages partnerships with businesses, labor organizations and institutions of higher education. The purpose behind Tech Prep is to prepare learners for high-skilled, high-wage careers, promote career exploration and advance skill development.

### Components of Tech Prep

- A minimum of 2 years of secondary education and post-secondary education with a non-duplicative, coherent sequence of courses.
- A common core of required courses in math, science, reading, writing, communications, social studies and technology.
- Integration of academic and career and technical instruction and with use of work-based and work site learning.
- College-level, high school courses that transfer for college credit.
- Applied, contextual academics and integrated instruction.
- Completion of an associate or a baccalaureate degree or a post-secondary apprenticeship certificate in a specific career field.
- Placement in related employment.
- Collaboration with secondary, post-secondary, and business and industry partners.
- Adherence to Minnesota graduation and skill standards.
- Equal access for all learners.

For more information and to contact Tech Prep Programs Coordinators visit:
**http://www.grantsplus.mnscu.edu/TechPrep/TechPrep.html**

## What is School-to-Work?

School-to-Work helps students expand their learning both inside and outside of the classroom. School-to-Work is based on the guidelines of the National School-to-Work Opportunities Act of 1994, which was designed to provide opportunities for students so that they may participate in education and career exploration. Federal legislation has created a statewide system to promote and establish:

- Local partnerships that connect education opportunities
- Academic and real-life learning experiences
- High quality work-based learning opportunities
- Systems that can motivate youth to succeed by providing enriched learning experiences
- Link secondary and post-secondary education

The law does not require any specific courses, curriculum, or teaching methods. Nor does it dictate what students must learn.

### What are the different areas of School-to-Work activities?

There are three main types of School-to-Work activities:

- *School-Based Learning* –provides students with opportunities for career exploration and instruction in academic and technical skills as well as guidance for identifying employment and educational goals
- *Work-Based Learning* –provides such options as mentorships, internships, and job shadowing experiences to students
- *Service-Based Learning* – provides opportunities for students to experience learning through community service activities and volunteerism

Activities are in place to ensure the coordination between the work-based, service-based and school-based learning components.

### What would happen if Minnesota did not participate in School-to-Work?

If Minnesota did not participate in the 5-year, federally funded grant, many of the opportunities that exist in our communities would be unavailable due to lack of funding. The opportunities that allow students to make successful education and employment transitions would simply not exist.

If the role of the state is to guarantee opportunities for self-sufficiency, a strong public education system is critical. While the state is a partner with private and public sectors to ensure the best opportunities for students to succeed in our public schools, learning is up to the students. Communities must support their local schools, and parents should be involved in their children's education.

Learning is a lifelong process and School-to-Work is one of the options available to help students achieve self-sufficiency.

### Where do I go for more information?

For more information about School-to-Work, visit the national School-to-Work website at **www.stw.ed.gov** or the Minnesota School-to-Work website at **cfl.state.mn.us/stw**

## I. Understanding the influence of a positive self-concept on career development.

Students will:

1. Identify and acknowledge personal interests, abilities and skills.
2. Demonstrate the ability to process peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, education and career goals.
4. Demonstrate an understanding of environmental influences of one's behavior.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.
6. Identify historical and contemporary barriers (i.e. discrimination and media messages) to developing a positive self-image.

## II. Developing interpersonal and social skills required for positive interaction with others.

Students will:

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Demonstrate appropriate employer and employee interactions in varying situations.
4. Demonstrate how to express feelings, reactions and ideas in an appropriate manner.
5. Demonstrate knowledge about and appreciation for various cultures, household structures, attitudes and beliefs.
6. Demonstrate knowledge about and sensitivity to persons with different abilities and disabilities.

## III. Understanding the interrelationships of emotional and physical development and career decision-making.

Students will:

1. Describe how developmental changes affect physical and mental health.
2. Describe and examine the effects of emotional and physical health on career development.
3. Understand and describe the differences between healthy and unhealthy ways of dealing with stress.
4. Develop and maintain behaviors that affect physical and mental health.
5. Develop an understanding for the emotional and physical development of persons from various cultural backgrounds and ability levels in relation to career pursuits.

## IV. Understanding the relationship between educational achievement and career planning, training, and placement.

Students will:

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe and analyze the relationship of academic and vocational skills to personal interests.
3. Describe and analyze how skills developed in academic and vocational programs relate to career goals.
4. Describe and analyze how prior education relates to the selection of college majors, further training, and/or training in the job market.
5. Identify role models, mentors, and/or networking opportunities in career and education selection.
6. Identify and assess supportive relationships, which enhance career growth.
7. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
8. Describe how learning skills are required in the workplace.
9. Identify sources of funding to support educational goals.

## V. Developing positive attitudes towards work and learning.

Students will:

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate learning habits and skills that can be used in various educational situations.
4. Demonstrate positive work attitudes and behaviors.
5. Describe ways in which workers can and do affect the work environment.

## VI. Developing skills for locating, evaluating, and interpreting information about career opportunities.

Students will:

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, computerized career information delivery systems and information interviews).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries.
4. Describe and translate the concept of horizontal and vertical career moves within various professions.
5. Describe and analyze the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in occupations including women and men, people of color, and people with disabilities as possible information resources, role models or mentors.
7. Describe and analyze the influence of change in supply and demand for workers of various occupations.
8. Describe the influence of prejudice and discrimination on workers in different occupations.
9. Identify how employment, unemployment, and underemployment trends relate to education and training.
10. Describe and analyze the impact of factors such as population, climate, and geographic location on occupational opportunities.
11. Describe the impact of race, ethnicity, gender, and class on occupational opportunities.
12. Describe and examine how the perspective of parents, school personnel, household members, adult friends and neighbors can influence career information.

## VII. Developing work readiness and employability skills, including preparing, locating, obtaining, maintaining, and advancing in a job.

Students will:

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full- or part-time job.
3. Demonstrate job interview skills and behaviors that meet the needs of both prospective employers and applicants.
4. Describe job interview disclosure rights and applicant responses.
5. Demonstrate skills in preparing a resume and completing job applications.
6. Identify specific job openings.
7. Demonstrate employability skills necessary to obtain and maintain jobs.
8. Identify and examine accessibility and promotion issues in the workplace.
9. Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.
10. Demonstrate an understanding of employment policies and grievance procedures (i.e. discrimination, sexual harassment, sick leave).
11. Demonstrate an understanding that job opportunities often require relocation.

## VIII. Understanding how diverse society needs, workforce needs and functions influence the nature and structure of work.

Students will:

1. Describe and examine the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment, including nontraditional careers.
4. Demonstrate an understanding of the global economy and how it affects each individual.
5. Describe how diversity among workers enhances the work environment.
6. Identify workforce projections, which show increased representation of women, people of color, and people with disabilities.
7. Demonstrate a more flexible acceptance of diverse lifestyles.

## IX. Developing skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

Students will:

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Examine personal strengths and weaknesses in relationship to post-secondary education/training requirements.
4. Identify and examine appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to post-secondary education and training programs or work.
6. Identify steps to apply for and secure financial assistance for post-secondary education and training.
7. Demonstrate skills necessary to function as consumers and manage financial resource.
8. Demonstrate an understanding of nontraditional alternatives, training and work.

## X. Understanding the interrelationship of life roles and careers.

Students will:

1. Demonstrate knowledge of life changes.
2. Describe factors that influence lifestyles (i.e. socioeconomic status, culture, values, occupational choices, work habits, disabilities, and gender).
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe and analyze the roles of work and leisure, for a balanced life.
5. Describe ways in which work, household, and leisure roles are interrelated.
6. Describe the characteristics of careers and their potential effect on other areas of life (i.e. household patterns, lifestyles, and geographic location).

## XI. Understanding the continuous changes in gender roles and how they relate to career decisions.

Students will:

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative nontraditional occupational choices.
5. Describe the advantages of nontraditional occupations.
6. Identify problems and issues related to traditional and nontraditional employment (i.e. comparable worth, pay equity, sexual harassment).
7. Identify household roles related to changing job trends.

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# *National Career Resources*

Below is information about four websites available through America's Career Kit.

**America's Job Bank (AJB)**
**(www.ajb.org)**

AJB is for people who are looking for work. Contains a database of over one million jobs nationwide.

Features include:

- New jobs added daily.
- Simple to use.
- Can post resumes electronically.
- Resumes are accessible nationally.

**America's Learning eXchange (ALX)**
**(www.alx.org)**

ALX is for people who investigate training opportunities. Essentially, it's a yellow pages directory for training and educational resources.

Features include:

- Career advancement resources.
- More than 300,000 courses.
- More than 6,000 training providers.
- Free database searchers.

**America's Service Locator**
**(www.servicelocator.org)**

Through America's Service Locator people can search for career-related services in their area, by entering their address.

Features include:

- Locates public service offices for career information, training, coping with job loss and recruiting employees.
- Access to a phone directory and other state websites.
- A toll-free hotline for workers who need jobs, additional skills, or related workforce information.

**America's Career InfoNet**
**(www.acinet.org)**

America's Career InfoNet assists people by providing access to an electronic warehouse of national, state and metro labor market information.

Features include:

- Employment trends
- Wage information
- Cost of living

# *Minnesota Graduation Standards*

The *Minnesota Careers Study Guide* has been produced to assist Minnesota teachers facilitating activities using *Minnesota Careers* in the classroom. In addition, the *Study Guide* is aligned with the Graduation Standards. Below is an overview of Minnesota's Graduation Standards and an explanation of how the *Study Guide* can be incorporated.

In 1995, the Minnesota Legislature passed a law requiring the State Board of Education and the Department of Children, Families and Learning (CFL) to produce a results-oriented Graduation Rule. With the input and cooperation of many educators, employers and parents across the state, CFL developed a set of graduation standards to ensure graduates possess the skills they need to live and work productively. Rule making for the Graduation Standards was completed in May 1998.

There are two parts to the Graduation Standards:

The **Basic Standards** are basic skill tests in reading, math and writing that students must be able to pass prior to graduation. Typically, most students pass the math and reading by the 8th grade, writing by the 10th grade.

The **High Standards** define what students should know and be able to do upon graduation. Unlike previous graduation standards, which focused on the completion of a required number of classes, the new requirements focus on learning and, more importantly, demonstrating that knowledge. Students who entered the 9th grade in 1998 and beyond must complete a record of performance in 24 of the 48 possible Standards as one Minnesota public high school graduation requirement. High standards have been developed in 10 learning areas:

Read, View and Listen
Write and Speak
Arts and Literature
Mathematical Concepts & Applications
Inquiry & Research
Scientific Concepts & Applications
Social Studies
Physical Education & Lifetime Fitness
World Languages

Career exploration and career interest assessment activities such as those included in this *Study Guide* fall under the Physical Education and Lifetime learning area.

### Standards for Career Investigation:

The Career Investigation standards specify that a student will be able to demonstrate an understanding of:

- a variety of career clusters;
- the attributes and aptitudes needed in particular types of occupations and careers;
- how attitudes and behaviors affect the climate of a workplace;
- how systems within a workplace affect or interact with systems in the community; and
- how systems affect an individual worker.

In order to fulfill the Career Investigation standards, students must demonstrate that they have mastered these concepts. This is done by:

A. Determining personal interest, aptitudes and abilities;

B. Establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal;

C. Investigating a career through research, internship, mentorship or community service placement; and

D. Evaluating career choices in relationship to life goals and personal attributes.

The *Study Guide* was created to provide teachers with exercises that will move students toward these goals. The "Student Activities" section of the guide contains exercises designed to help students begin what will become a lifelong exploration of careers. Each activity can be matched to one of the four Career Investigation goals above; this is outlined on the next page for each activity. Teachers can adapt exercises to meet the needs of their students.

### A. Determining personal interest, aptitudes and abilities:

*"Your Interests" (p. 54-55)* Helps students link interest assessment scores from *Minnesota Careers* to occupations.

*"My Self-exploration" (p. 56)* Helps students identify and keep track of their unique interests, skills, abilities and preferences. Students may enter the information into their MCIS *My Journey* e-portfolio.

*"Related School Subjects" (p. 62)* Helps students make the connection between school subjects and future careers.

### B. Establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal:

*"Career Planning List" (p. 57-58)* This exercise lists some of the most important steps in the career planning process and lets students evaluate career-planning steps to see which tasks still need to be completed.

*"Exploring Higher Education Opportunities" (p. 77-78)* Helps students explore the educational opportunities available after high school and how to pay for them.

*"Schools and Programs" (p. 79-80)* Introduces students to the schools and educational programs available in MN.

*"Exploring Apprenticeship" (p. 75-76)* Introduces students to another post-high school option – apprenticeship.

*"Making the Financial Aid Connection" (p. 82)* Explores the financial aid information available through MCIS.

### C. Investigating a career through research, internship, mentorship or community service placement.

*"Nontraditional Employment" (p. 61)* Introduces students to different nontraditional occupations for men and women. Explores the pros and cons of nontraditional employment.

*"Monthly Budget" (p. 71-72)* This exercise gives students a taste of real-world financial considerations by having them calculate the gross monthly income for a chosen career to see just how far this salary will stretch.

**C. Investigating a career, continued:**

*"More Resources" (p. 69-70)* Encourages students to explore additional resources, like those in *Minnesota Careers.*

*"Career Research" (p. 66-68)* This exercise walks students through a series of factors to consider as they hone in on a career, including the responsibilities of the job, the education and training requirements, licensing requirements, wage ranges, employment outlook, where to apply for work, working conditions, opportunities for advancement, related occupations, geographic availability, related school subjects, how the occupation fits with personal interests, and additional resources available.

*"Where Are The Jobs?" (p. 59-60)* Explores occupational demand in Minnesota; including fastest-growing and popular occupations and more.

*"Job Prospects" (p. 63)* Students explore careers with high employment and determine whether or not they lead to good job prospects.

*"Job Trivia" (p. 65)* A group trivia game to help students uncover the occupational details in *Minnesota Careers.*

## D. Evaluating career choices in relationship to life goals and personal attributes.

*"Fitting the Job" (p. 64)* Students choose five careers and match them to personal criteria, like interests and skills.

*"Do I Have the Skills?" (p. 83-84)* Leads students through a self-assessment of whether or not they have the skills needed for occupations they find interesting.

*"Career Goals" (p. 85-86)* Students list three career or educational goals and explain whether each is believable, achievable, measurable and desirable. Students also record the action step necessary to achieve these goals.

# Student Activities

The following list of activities are designed to assist students of the *Study Guide* in their career exploration process. Most of the activities require information from *Minnesota Careers 2002*. Other information introduces students to additional career resources in the state. Please feel free to adapt these exercises according to your needs. Answer keys to the student activities can be found on page 87.

- **Begin the Exploration: Overview of *Minnesota Careers 2002***: A great starting point for students using *Minnesota Careers*. You may choose this exercise first, as it provides users with a general overview of the publication.
- **My Self-Exploration**: Helps students identify and keep track of their interests, skills, abilities and preferences.
- **Your Interests**: Helps students link their interest assessment scores from *Minnesota Careers* to occupations.
- **Career Planning List**: Lists activities associated with career planning. This should be an ongoing exercise.
- **Where Are the Jobs?**: Explores occupational demand in Minnesota; including fastest-growing and popular occupations with few openings and more.
- **Nontraditional Employment**: Introduces students to various nontraditional career options for men and women.
- **Related School Subjects:** Helps students make the connection between school subjects and potential careers.
- **Job Prospects:** Students explore careers that have high employment rates and determine if those careers would make good prospects.
- **Fitting the Job:** Students choose five careers and match them to personal criteria, like their interests and skills.
- **Job Trivia**: A group trivia game designed to help students uncover the occupational details in *Minnesota Careers*.
- **Career Research**: Gives students the opportunity to research an occupation they interested in, by asking key questions.
- **More Resources**: Encourages students to locate and explore additional career and educational resources.
- **Monthly Budget**: Helps students determine a reality-based monthly budget based on a chosen job's compensation.
- **Minnesota Labor Laws: Test of Knowledge:** Tests students' understanding of Minnesota's labor laws.
- **Exploring Apprenticeship**: Introduces students to apprenticeship options after high school.
- **Exploring Higher Education Opportunities**: Helps students explore educational opportunities available after high school and find ways to financially afford for them.
- **Schools and Programs**: Introduces students to the schools and educational programs available in Minnesota.
- **Visiting Campus**: Covers typical questions that prospective students and parents should ask on a college visit.
- **Making the Financial Aid Connection**: Explores available financial aid options.
- **Do I Have the Skills?**: Leads students through a self-assessment grid to determine whether they have the necessary skills required for their occupations of interest.
- **Career Goals**: Helps students assess their personal goals and develop the steps needed to achieve them.

## *Begin the Exploration : an Overview of Minnesota Careers 2002*

Use your copy of *Minnesota Careers* and the page numbers given, to answer the following questions.

### TABLE OF CONTENTS (PAGES II-III)

1. Computer careers fall under which career field and can be found on which page(s)?

_______________________________________________

2. Where can you find more information about future options?

_______________________________________________

### WHAT DO I WANT TO DO WITH MY LIFE? (PAGES 1-16)

3. Following are letter codes used in the interest assessment. Fill in what each code stands for and list one occupational group related to the code. Give the page number of where to find specific occupations for each group.

| | **Code** | **Occupational Group** | **Page Number** |
|---|---|---|---|
| **R** | | | |
| **I** | | | |
| **A** | | | |
| **S** | | | |
| **E** | | | |
| **C** | | | |

4. List the five types of skills that are highly marketable in Minnesota and a brief description for each.

   A.
   B.
   C.
   D.
   E.

5. Complete this sentence: "Experts estimate that you're likely to switch careers ____ to ____ times over one's lifetime!"

6. What is a nontraditional occupation? Identify and list 3 nontraditional occupations for each gender.

7. Three hourly wages are given for each occupation in *Minnesota Careers.* There is a low-end, a median, and a high-end wage. How are each of the wages calculated? Where does salary information come from?

## WHAT DO THE NUMBERS MEAN? (PAGES 18-20)

8. What does "Just the Facts" mean?

9. Why is this year's publication different? What happened to projections data?

## CAREER FIELDS (PAGES 21-80)

10. List the 6 career fields in *Minnesota Careers.* For each one, name an occupational group and 3 to 4 specific occupations found within that field. See the example below.

| **Career Field** | **Occupational Group** | **Specific Occupations** |
|---|---|---|
| Ex. Business and Administration | Computer Occupations | Computer Engineer, Operator, Programmer, Systems Analyst |
| | | |
| | | |
| | | |
| | | |
| | | |

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11. Browse through all the occupations listed in each of the career fields. Choose one occupation that looks appealing and complete the following information:

Occupational Title: ______________________________
Employment: ______________________________
Wages (low-end, median & high-end): ______________________________
Interest Code: ______________________________
Job Outlook: ______________________________
Education Requirements: ______________________________

12. What types of skills are required for the occupation you listed above?

______________________________
______________________________

**WHERE DO I GO FROM HERE? (PAGES 81-110)**

13. *Minnesota Careers* lists lots of possible future options. Name four that are listed in the publication and try to think of at least two others not listed.

______________________________
______________________________
______________________________

14. What percentage of job openings between now and 2008 will require some form of education beyond high school?

______________________________

15. What are the DOs and DON'Ts of a resume?

______________________________
______________________________
______________________________
______________________________

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# *Your Interests*

Use *Minnesota Careers* to help you complete this activity.

1. Take the Interest Assessment on page 5 of *Minnesota Careers* and record your interest profile below.

2. Record the descriptions found on page 6, for the three letters in your Interest profile and write 2 key words that describe each code.

| **Interest Profile** | **Description (key words)** |
|---|---|
| | |
| | |
| | |

3. Do you believe your interest profile matches your true interests? Why do you agree or disagree?

4. True or False – you should explore and chose a career solely based on the scores you receive from interest assessments, like *Minnesota Careers*. Argue your position in your answer. (Refer to Assessment Resources for help.)

5. Use page 7 to list three occupational groups linked to your interest profile. Based on the occupational groups, complete the grid below.

| **Interest Code** | **Occupational Group** | **List 3 specific occupations within this group** | **Wage Ranges** | | **Job Outlook** |
|---|---|---|---|---|---|
| | | | **Low-end** | **High-end** | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |

6. Are you interested in the occupations linked to your interest profile? If **yes**, which occupations? If **no**, which ones you are willing to learn more about?

7. List 2 of the 6 additional assessment resources listed on pages 6 and 7. Where can you find these resources?

# *My Self-Exploration*

Each one of us has unique interests, skills, abilities and preferences. Self-exploration is about becoming aware of those qualities. This next exercise requires you to write down specific aspects regarding your interests, skills and abilities. Record information in a journal, like the MCIS *My Journey* e-portfolio system. For more information about MCIS, look to page 15 in *Minnesota Careers* and page 34 in the *Study Guide*.

## My Interests

List 3 to 5 things you like to do. Some examples may include: working with tools, leading a group, making decisions, working with numbers, developing new ides or selling things.

## My Lifestyle of Work Preferences

List 3 to 5 lifestyles or work preferences you should to take into consideration when exploring the world of work. Work preferences may include things like: working alone or with others, a preference for working indoors or outside, time for a family or busy lifestyle, working at a set location or a job that entails travel, flexible or regular schedules, sitting at a desk or being physically active.

## My Skills and Abilities

List 3 to 5 skills you perform particularly well. Examples may include the ability to multi-task, be organized, get along well with others, manage your time efficiently, solve problems and so on.

## Preferred Education and Training

Enter the amount and type of education and training you expect to complete after high school. This may change as you find out more about the occupations you're interested in.

## Other Things I Have Learned About Myself

Think about other things you've learned about yourself that are important to consider when making a career decision. For example, you may want to consider personal qualities, like your personal strengths and weaknesses.

## *Career Planning List*

The following is a list of career planning activities. Some of you may have already begun to work on these, while others may have yet to begin. Place a check ( ) next to an activity you've already accomplished and summarize what you learned. Choose five activities you have not completed today. Use *Minnesota Careers* and other resources to determine where you can begin to work on each activity. Be sure to add this information to your portfolio, particularly if you have one already started.

| here when completed | | here when completed | |
|---|---|---|---|
| ☐ | **Take an interest inventory** | ☐ | **Take an aptitude or abilities test** |
| | What I learned: | | What I learned: |
| ☐ | **Use a computerized system to research occupations & schools (like ISEEK or MCIS)** | ☐ | **Informally interview someone in an occupation I find interesting** |
| | What I learned: | | What I learned: |
| ☐ | **Check out and read books on careers** | ☐ | **Attend a career fair or career day** |
| | What I learned: | | What I learned: |
| ☐ | **Talk to college admissions representative** | ☐ | **Review career and educational plan with parents or mentor** |
| | What I learned: | | What I learned: |
| ☐ | **Talk to a military recruiter** | ☐ | **Browse catalogs from higher education institutions** |
| | What I learned: | | What I learned: |

| here when completed | | here when completed | |
|---|---|---|---|
| | **Complete a job shadowing program** | | **Prepare a resume** |
| | What I learned: | | What I learned: |
| | **Discuss career and educational plans with a school counselor or advisor** | | **Use the Internet to search for career and educational resources** |
| | What I learned: | | What I learned: |
| | **Explore different forms of financial aid** | | **Research different scholarships and grants to help pay for college** |
| | What I learned: | | What I learned: |
| | **Visit schools you're interested in attending** | | **Intern at a company that interests you** |
| | What I learned: | | What I learned: |
| | | | |
| | What I learned: | | What I learned: |

Try to use this list and expand on your ideas throughout the year. Make sure to check each activity after you've completed it and document the details about what you learned. Fill in the last two blank plans with additional career-planning activities, not already on the list.

# *Where Are The Jobs?*

Use *Minnesota Careers* to find answers to the questions below.

1. Using the table on page 9 in *Minnesota Careers*, fill in the grid below. In the first column, list 6 occupations with **a high growth rate**. In the second column lists **number of annual openings**. Lastly, list growth rate.

| Jobs with a High Growth Rate | Number of Annual Openings | Growth Rate |
|---|---|---|
| | | % |
| | | % |
| | | % |
| | | % |
| | | % |
| | | % |

2. Categorize the job titles for Minnesota's fastest-growing occupations from page 9 into the correct career field.

| | |
|---|---|
| **Agriculture and Natural Resources** | |
| **Arts and Humanities** | |
| **Business and Administration** | |
| **Engineering and Technology** | |
| **Health Services** | |
| **Human Services** | |

3. Based on the table in question 2, which career fields have more of the fastest-growing occupations? Which fields have the least? Give at least one example of why you think these fields have the highest or the lowest number of fast, growing occupations.

5. Many popular occupations are competitive and have few openings. Name the top five **popular** occupations with the **fewest openings**. Approximately how many openings does each have per year? (See page 9 in *Careers* for help)

6. Which **popular** occupations have the **most openings** per year in Minnesota? Name 5 popular occupations in low demand and the approximate number of openings per year in Minnesota.

7. Many occupations in Minnesota have a large number of openings. Refer to page 10 in *Minnesota Careers* and list 10 occupations with many openings. Consider why you should be interested in occupations that have a large number of current openings and list your answers below.

Why should you be interested in occupations with high vacancies when considering a career?

## *Nontraditional Employment*

Below is a list of examples of nontraditional occupations for men and women. Using *Minnesota Careers*, locate the median hourly wage for each occupation.

| WOMEN | | | MEN | | |
|---|---|---|---|---|---|
| **Nontraditional Occupation** | **Median Wage** | **Current employment** | **Nontraditional Occupation** | **Median Wage** | **Current employment** |
| Architect | | | Bookkeeping or Accounting Clerk | | |
| Auto Body Mechanic | | | Childcare Workers | | |
| Brickmason | | | Curator/Museum Worker | | |
| Civil Engineer | | | Eligibility Interviewers | | |
| Chemical Engineer | | | Librarian | | |
| Clergy | | | Licensed Practical Nurse | | |
| Computer Engineer | | | Manicurist | | |
| Data Processing Repairer | | | Medical Secretaries | | |
| Dentist | | | Occupational Therapist | | |
| Drafter | | | Paralegal/Legal Assistant | | |
| Electrician | | | Personal/Home Care Aide | | |
| Firefighter | | | Registered Nurse | | |
| Painter | | | Special Education Teachers | | |
| Plumber/Pipefitter | | | Speech-Language Pathologist/Audiologist | | |
| Surveyor/Cartogtapher | | | Tailor/Sewer | | |
| Welder/Cutter | | | Teacher Aide | | |

1. How do the median hourly wages compare for men and women?

2. What are the advantages and disadvantages of nontraditional work? (See page 12 in *Minnesota Careers* for help).

3. Which of the above nontraditional occupations interest you? Why?

## *Related School Subjects*

Below is a list of common high school subjects. Fill in the table below. Use page 82 in *Minnesota Careers* to determine which subjects are required for post-secondary education.

| School Subject | Circle if the subject is required for college How many years? | What career field is related to this subject? | Circle if interested in this subject. Which subjects should you explore further? | |
|---|---|---|---|---|
| **Art** | required for college | | interested | explore! |
| **Auto Technology** | required for college | | interested | explore! |
| **Business** | required for college | | interested | explore! |
| **Carpentry/Wood Technology** | required for college | | interested | explore! |
| **Computer Science** | required for college | | interested | explore! |
| **Creative Writing** | required for college | | interested | explore! |
| **Drafting/Engineering** | required for college | | interested | explore! |
| **English** | required for college | | interested | explore! |
| **Foreign Language** | required for college | | interested | explore! |
| **Health** | required for college | | interested | explore! |
| **History** | required for college | | interested | explore! |
| **Home Economics** | required for college | | interested | explore! |
| **Horticulture/Agriculture** | required for college | | interested | explore! |
| **Industrial Arts** | required for college | | interested | explore! |
| **Mathematics** | required for college | | interested | explore! |
| **Marketing** | required for college | | interested | explore! |
| **Music** | required for college | | interested | explore! |
| **Physical Education** | required for college | | interested | explore! |
| **Science** | required for college | | interested | explore! |
| **Social Studies** | required for college | | interested | explore! |

# *Job Prospects*

Find each career field in *Minnesota Careers.* Locate the job within each career field that has the highest employment figure and write the job title below. Circle the description that best completes the job outlook for that occupation.

| **Job Title** | **Career Field** | **Job Outlook** | |
|---|---|---|---|
| | **Agriculture & Natural Resources** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |
| | **Arts & Humanities** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |
| | **Business & Administration** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |
| | **Engineering & Technology** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |
| | **Health Services** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |
| | **Human Services** | Caution<br>Poor<br>Fair | Good<br>Very Good<br>Excellent |

1. Based on the information in the table above, which are the best job prospects? Which are the worst?

2. What are some reasons **why** you would consider these jobs? What are some reasons why you wouldn't consider them?

3. Does an occupation with a strong outlook mean it is a good job prospect? Why or why not?

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## *Fitting the Job*

Use *Minnesota Careers* to find five different occupations you think are interesting. Fill in the table below with information about these occupations. In the last column, write down a question you would like to answer for each occupation. Answer the questions below based on this table.

| Name of Occupation | Does this occupation match "My Interest Profile" from the interest assessment? | Do I have some of the suggested skills for this occupational group? | [Enter your question here] |
|---|---|---|---|
| 1. | Yes No | No skills<br>Some suggested skills<br>Most skills | |
| 2. | Yes No | No skills<br>Some suggested skills<br>Most skills | |
| 3. | Yes No | No skills<br>Some suggested skills<br>Most skills | |
| 4. | Yes No | No skills<br>Some suggested skills<br>Most skills | |
| 5. | Yes No | No skills<br>Some suggested skills<br>Most skills | |

1. What other qualities do you consider important in the occupation(s) that interest you?

___

___

___

2. List 2 jobs from the table above you feel you could be doing in the next 10 years.

___

___

3. List 5 reasons why you could see yourself doing this job in the future.

___

___

___

___

___

Adapted from **Career Ed Infusion Activities** (CERES, California).

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## *Job Trivia*

Your class will be divided into 4-5 groups of trivia buffs. Each group will be assigned one of the six career fields. Use *Minnesota Careers* (or other resources provided) to prepare 15 questions related to the career fields. Keep your answers on a separate sheet of paper.

Each group will exchange their trivia questions with another group. Which group will find the answers to the trivia questions first? Your teacher will time you.

Trivia questions for the Career Field.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

## Career Research

By now you've explored a variety of careers. Choose one occupation you still would like to learn more about. Use *Minnesota Careers* and additional resources like ISEEK (**www.iseek.org**), MCIS (see page 34), MCRN (**www.mcrn.org**), family members, HESO (**www.mheso.state.mn.us**) career resource centers, the Internet, library, career counselors and others to answer the following questions.

**Title of Occupation**: ____________________

1. Why are you interested in this occupation?

   ____________________

   ____________________

2. Give a description of the occupation, including main duties and responsibilities.

   ____________________

   ____________________

   ____________________

3. What are the education and training requirements?

   ____________________

   ____________________

   ____________________

4. Are there other requirements, such as licensure or certification, for this occupation? If **yes**, what steps must you take to meet these requirements?

   ____________________

   ____________________

   ____________________

5. Does this occupation match your profile on the interest assessment in *Minnesota Careers*? If yes, list your interest profile and three other related occupations. If not, what is the difference between your profile and the interest code for this occupation?

   ____________________

   ____________________

   ____________________

6. What are the low-end, median, and high-end wages?

   ____________________

   ____________________

7. What is the job outlook for this occupation?

   ____________________

   ____________________

8. What are the opportunities for advancement?

9. List at least three other occupations that are similar or related to this occupation. Briefly describe their duties and responsibilities.

10. Are there job opportunities in Minnesota for this occupation? What about in your region of the state? List at least three companies or businesses, in your area, that are hiring employees for this occupation.

11. What school subjects or courses would be helpful in preparing for this occupation?

12. In this occupation, will you interact with other people a little or a lot? Explain.

13. Do you have the resources (ability, skills, interest, etc.) to work in this occupation? Why or why not?

14. Name 3 educational programs related to your occupation. Remember – these educational programs can include classes at private vocational schools, apprenticeship training, or involve military training.

15. Find 3 schools or institutions that offer at least one educational program you listed in question 14. Provide the street address, website address, and phone number for each school.

16. What's the total cost of training for each school you listed above? Be sure to include estimated costs for tuition, materials, books and supplies.

17. List 3 resources you can use to learn about financial aid. What are some of the financial resources available to help you pay for the educational training you listed above?

18. Talk to someone employed in your occupation. If you cannot locate someone, talk to an adult who knows a little bit about the occupation, like a career counselor or family member. Ask them at least 5 questions that you still have about your occupation. Record your questions and answers below.

    1.
    2.
    3.
    4.
    5.

19. Not including *Minnesota Careers*, list at least 3 other resources you used for this research. What information did each provide about your occupation?

# *More Resources*

Although *Minnesota Careers* has a ton of information about careers and your future options, it is only a starting point on your journey – there are thousands of other great resources out there. *Minnesota Careers* includes several pages that highlight some alternative resources available. Use the resource pages to complete the following activity below.

1. Choose one of the 6 resource pages in *Minnesota Careers*, like the employment resources page (found on page 110). Excluding that page, write down a page number and then use that page to answer the following questions.

2. For the topic you have chosen, read through all the resources listed. Choose one you would like to explore further. List the resource below and summarize what you expect to learn with this resource.

   Resource:

   What I expect to learn:

3. List 3 questions you hope to answer about this topic that haven't been answered by *Minnesota Careers.*

   1.
   2.
   3.

4. Locate and use your chosen resource. How did you find or contact this resource?

5. Were your questions answered? Why or why not? Record the answers you found below.

Yes No

Why / Why not:

6. What new questions did using this resource create? Were you able to answer these questions with your resource? Did this resource point you to other useful resources on this topic? Which ones?

7. *Minnesota Careers* is in need of 1 more resource for your topic and you are the authority for locating one. The resource can be a book, agency, website, or anything, just record it below. Include a title, description, and how or where to find this great new resource!

# *Monthly Budget*

Each occupation in **Minnesota Careers** has wage information. How far does that money really go? One way to figure this out is to construct a monthly budget. Choose an occupation within *Minnesota Careers* and record its median hourly wage below. Although this won't represent the actual amount you will earn in a month in this occupation, it will help you understand just where your money will go. Use a pencil!

**Occupation** ______________________________ **Median Wage** __________

The first step is to calculate how much money you *really* have to spend each month.

**Gross Monthly Income**

Gross monthly income is your median hourly wage times the number of hours worked in a month.
*=(median wage) X (173) [Use a full-time estimate of 173 hours per month]* $ __________

**Payroll Deductions**

Deductions include Federal and State taxes, social security plans, and insurance costs.
Deductions typically total 30% of your gross monthly income.
*=(gross monthly income) X (.30)* $ __________

**Net Monthly Income**

This equals your total take home pay minus the amount of money for payroll deductions.
*=(gross monthly income) - (payroll deductions)* $ __________

Next, estimate how much you spend on monthly expenses. Do your best to determine how much you would spend for each category by using the guidelines below and what you know about your own spending habits. Play around with the numbers until you are satisfied with the amounts.

**Housing**

Typically, housing takes up about 25% of your net monthly income. If you think you'll be renting, you can lower your monthly payment. $ __________

**Food**

Like housing, typically 25% of your net monthly income is spent on food. If you are single, you can decrease this amount. If you expect to be feeding a family, you can't spend less than $250 a month! $ __________

**Transportation and Maintenance**

On average, transportation costs equal 15% of your net monthly income. If you plan to own a vehicle, you will have to maintain it (gas, insurance, repairs, etc). Add in about 20% of your above transportation cost to cover these expenses. If you're using public transportation, your expenses can be lowered significantly. $ __________

**Savings / Retirement**

It is wise to set aside money each month for savings. There are numerous options for saving money - from opening a savings account at a bank to investing money. It is highly recommended to save at least 5% of your net monthly income. $ __________

**Clothing**

Think of all of the work and leisure clothes, shoes and coats you buy in a year. Divide this by 12 for how much you will spend in a month. Typically, clothing costs are 10% of your net monthly income. $ __________

**Entertainment**

Includes money you'll spend on movies, eating out, concerts, clubs, etc. Add up how much money you spend in a week on entertainment. Multiply this amount by 4 to calculate your monthly expense. $ __________

**School Payments**

Don't forget to add in any tuition or student loan costs you might have. Go to the Minnesota Higher Education Services Office website (**www.mheso.state.mn.us**) for specific tuition and loan payment details. $ __________

**Miscellaneous**

These expenses include everything else - like dry cleaning, buying household and cleaning supplies, pet expenses, prescription costs, Internet connection, cell phone bills, cable, electric, gas and other miscellaneous expenses that you will have to budget into your monthly expenses. $ __________

**Total Monthly Expenses** $ ☐

Now, compare your Net Monthly Income and Total Monthly Expenses. If your Total Monthly Expenses are greater than your Net Monthly Income, you'll have to adjust the amount of money for each monthly expense. Adjust your monthly numbers until your Net Monthly Income and Total Monthly Expenses are equal, or your monthly expenses are less.

| **Net Monthly Income** | **Total Monthly Expenses** |
|---|---|
| $ | $ |

1. How many times did you have to adjust your budget? Why? Which expenses did you have to compromise or adjust?

2. Compare your budget with two other classmates. Which expense totals are similar and which ones are different?

3. If possible, find a classmate with a monthly income higher than yours, and one with a lower monthly income. How do your budgets compare?

4. What have you learned about creating monthly budgets from this exercise? What things will you keep in mind when you choose a future career?

# *Minnesota Labor Laws*

## Test of Knowledge

Below is an activity to test your knowledge of Minnesota's labor laws. Use *Minnesota Careers*, the Department of Labor and Industry's website (**www.doli.state.mn.us**) or the information on your **Workplace Rules** bookmark (found in each box of *Minnesota Careers*) to complete this activity.

1. Joe was fired from his job without explanation. What must he do in order to obtain the reasons for the termination?

    A. Joe must call Human Resources and ask for it.
    B. Joe must write the company within 5 days of termination requesting the reason and the company then has 5 days to write back.
    C. Joe must write to the company within 15 working days requesting the reason for termination and the company then has 10 days to respond.
    D. Due to privacy laws, the employer is not required to give a reason.
    E. None of the above.

2. Marilyn thinks there may be something in her personnel file preventing her from getting a promotion. May Marilyn get a copy of the contents?

    A. No, the personnel file is the property of the employer.
    B. Yes, Marilyn need only request a copy of it.
    C. Yes, Marilyn may make a written request once every six months or one time within a year of termination of employment. Marilyn must pay for the copy.
    D. Yes, Marilyn may make a written request once every six months or one time within a year of termination of employment. The employer must pay for the copy.
    E. Yes, Marilyn may make a written request once a year or on the final day of employment. Marilyn pays for the copy.

3. Christine is a clerical worker who performs typing and filing for her company, and is paid salary. Her boss, Tom, told her that he is paying her salary so he does not have to pay overtime. Christine works 50 hours a week, but is not compensated. What recourse, if any, does she have?

    A. None, overtime is only paid to hourly employees.
    B. Christine is entitled to overtime, but it depends on the size of the company to determine how much she is owed.
    C. Christine can file a complaint with the Department of Labor.
    D. Christine is entitled to overtime, but salaried employees do not earn overtime until they work more than 50 hours a week.
    E. Both B and C.

4. Jennifer is a server at a local café. Yesterday, she dropped a tray of dishes on the way to the kitchen. Her supervisor, Carol, told her she will be taking the cost out of Jennifer's paycheck. What are Jennifer's options?

    A. Jennifer can't do anything. Destruction of employer property may be deducted.
    B. Jennifer can demand her entire pay, unless Carol has written authorization from her after the dishes were broken to deduct the amount.
    C. Jennifer should look for work in a local library since books are not breakable.
    D. Jennifer can request that only 50% of the actual value be deducted.

5. Under Minnesota Law, what is the minimum wage employers must pay?

   A. $4.90
   B. $5.15
   C. $6.00
   D. $4.25
   E. A, B, and D are correct.
   F. None of the above.

6. Which of the following statements are true about what rest breaks an employer must offer you?

   A. Breaks are not required.
   B. Breaks are only required if you work more than eight hours a day.
   C. In an eight hour day, a 15-minute break in the morning and afternoon, plus 30 minutes for lunch are required.
   D. For every four hours of work, an employee must be allowed to use the restroom. If they work eight consecutive hours, they must be given sufficient time to eat a meal.

7. Paul is 16 years old and would like to learn the trade of his older brother, Jake. Jake is a construction worker. Under what conditions may he work in construction?

   A. None. If you are less than 18 years old, you're not allowed to work on a construction site.
   B. Paul may do the work, as long as he is never higher than 12 feet off the ground.
   C. Paul may work under the same conditions as any other employee.
   D. Paul may work in construction only if he works for a business solely owned by a parent of his and is daily supervised by a parent of his or if he works for a school program approved by the Minnesota Department of Children, Families & Learning.

8. Jon was fired from his job. When may he expect to receive his final pay?

   A. Within 48 hours.
   B. Within one week.
   C. By the next regular payday, unless John demands it sooner. If he demands it, the employer must pay him within 24 hours of the demand.
   D. By the next regular payday.

9. Stephanie is 17 years old and still in high school. She would like to work at Marty's Bar & Grille. She wants to apply to be a hostess, because the pay is more, but will have to help servers deliver alcoholic beverages. She does not know if this is a problem. Can Stephanie work at Marty's?

   A. Stephanie can work under any conditions, as long as she does not violate the hour restrictions.
   B. Stephanie cannot work there because they serve liquor.
   C. Stephanie cannot work in rooms where liquor is served, but may be a dishwasher at Marty's.
   D. Stephanie can work as a hostess, but may not serve alcohol.

# *Exploring Apprenticeship*

Below is an activity to explore one of the post-high school options found in *Minnesota Careers* – Apprenticeship Training. You can use *Minnesota Careers*, or the bookmark in each copy of *Minnesota* Careers, the Department of Labor and Industry's website (**www.doli.state.mn.us/appr.html**) or visit ISEEK (**www.iseek.org**) to help you complete this activity.

1. What are the 2 main parts of apprenticeship training? How long does each part typically last?

2. How does an employer benefit from hiring an apprentice?

3. List 3 benefits of becoming an apprentice.

4. Find 3 other sources of information about apprenticeship training. For each source you find, briefly describe the information provided. (Use the Internet, library, career resource room, school counselor, etc. for help.)

5. Find 2 occupations that normally require apprenticeship training. Give the occupational description, wage ranges and employment figures for each occupation.

6. Compare the 2 occupations you listed above with 2 occupations you have identified as interesting to you in previous activities. How do they compare? (For example: Are they the same type of occupation? Compare each on wages, education and training requirements, job outlook, etc.) Would you consider an occupation requiring apprenticeship training after high school?

7. What have you learned about apprenticeship training that you did not know before?

8. If you were explaining the benefits of apprenticeship training to another classmate, what would you describe as the **most important** benefit to students?

## *Exploring Higher Education Opportunities*

Higher education refers to any education you receive after high school. It may mean going to a community college, entering a 2- or 4-year program, attending a private vocational school, or joining the military. Now is the time to explore different options and find out what's available. Use the educational information in *Minnesota Careers* and HESO's website (**www.mheso.state.mn.us**) to answer the questions below.

1. What's the name of the state office that can help you with questions and provide resources about financial aid? List 2 ways to contact this office.

   ________________________________________

   ________________________________________

2. Using the "Why College?" section of the HESO website for high school students, list 7 reasons you should consider higher education.

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

3. Fill in the table below based on the "Why College?" section of the HESO website.

| What employers want... | What college can give you... |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

4. What percentage of jobs between now and 2008 will require on-the-job training beyond high school?

   ________________________________________

5. List 4 different ways to obtain an application to any of Minnesota's state colleges or community/technical colleges.

📖

📖

📖

📖

6. List the websites available to you when applying to any Minnesota private college or the University of Minnesota.

**www.**

**www.**

7. List 4 of the different types of financial aid discussed in both *Minnesota Careers* and the HESO website. List two points about each type of aid.

| **TYPES OF FINANCIAL AID** | **FACTS** |
|---|---|
| | 1. |
| | 2. |
| | 1. |
| | 2. |
| | 1. |
| | 2. |
| | 1. |
| | 2. |

8. Why shouldn't you wait until your senior year to make a decision about college? When is a better time to start?

## *Schools and Programs*

Minnesota offers a variety of different educational programs and schools across the state to choose from. Use *Minnesota Careers*, information from ISEEK (**www.iseek.org)**, MCRN (**www.mcrn.org**) and HESO's website (**www.mheso.state.mn.us)** to complete the following activity about schools and programs.

1. Using page 86 of *Minnesota Careers*, name and define the 5 main types of schools in Minnesota.

2. Follow these 4 steps to complete the table below.

   A. Select 3 occupations that interest you.
   B. Find each occupation in ISEEK. After reading through the information, fill in one of the educational programs ("Areas of Study") that will help you prepare for this career.
   C. Select this area of study within ISEEK. List 3 schools offering the program.
   D. Now, use the HESO website, and locate each school that you listed. Fill in the tuition cost for one year (2001-2002) for a Minnesota resident.

| Occupation | Educational Program | Name of School | Cost of Tuition 2001-2002 |
|---|---|---|---|
| | | A. | $ |
| | | B. | $ |
| | | C. | $ |
| | | A. | $ |
| | | B. | $ |
| | | C. | $ |
| | | A. | $ |
| | | B. | $ |
| | | C. | $ |

3. Some occupations have many educational programs to choose from, while others don't have a clear connection to any. Did you have any problems matching your occupations with educational programs? Were you surprised by any of the related educational programs? Why or why not?

4. Choose an educational program from **ISEEK** that is appealing to you by selecting something different than the programs in question 2. List four schools that offer this program. If possible, choose different *types* of schools that offer the program (two- or four-year, private, state university, etc.). Fill in the information below for each school.

Educational Program: ______________________________

| **School** | **Type of School** | **Address** | **Phone/Website** | **To order a catalog, contact....** |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5. What will you remember from this exercise? What other information about Minnesota schools and educational programs did you find?

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

# *Visiting Campus*

If you're considering going to college, one thing you'll want to do is visit each school on your list of possibilities. Visiting a campus is the best way to learn about a school. Below is a list of people you should talk to on your visit. Read the suggested questions and come up with three additional questions you could ask.

## On your campus visit, you should talk to.....

### A professor or department representative from the major or program you'd like to explore

1. What are the academic requirements for this major?
2. What kinds of courses are offered in this major?
3. How many students are in this program?
4. How many graduating seniors have jobs within one year?
5.
6.
7.

### A student in your specific major or program

1. What classes have you taken? Which ones did you like and dislike?
2. What is a typical day like for you?
3. What other activities do you do to prepare for your career?
4. What can I do to get ready for college?
5.
6.
7.

### An admissions counselor

1. What are the admission requirements for this college?
2. How do I apply?
3. What documents do I need to provide?
4. What are the deadlines?
5.
6.
7.

### A financial aid counselor

1. How much does it cost per year to attend this college?
2. What financial aid opportunities are there for me?
3. What forms do I need to fill out and what are the deadlines?
4. What school-specific scholarships do you offer?
5.
6.
7.

Adapted from the Minnesota Higher Education Services Office. Visit its website (**www.mheso.state.mn.us**) for additional information.

## Making the Financial Aid Connection

Below is an activity to help you identify and locate financial assistance. The Minnesota Career Information System (MCIS) is one of the resources you can use. This exercise is geared toward post-secondary training, but the same type of process can be applied to finding alternative assistance as well. You will need to use the **Financial Aid and College Terms** resource (located on pages 30-33), MCIS, and *Minnesota Careers* to complete this activity.

1. Fill in the definition for each of the following terms:

Loan ____________________

Grant ____________________

Merit ____________________

Need ____________________

Scholarship ____________________

Work-study ____________________

| | **School Choice #1** | **School Choice #2** | **School Choice #3** |
|---|---|---|---|
| 1. **List 3** of your college choices | | | |
| 2. Check the **types of aid** the school offers? | **Grants**<br>**Scholarships**<br>**Loans**<br>**Work Study** | **Grants**<br>**Scholarships**<br>**Loans**<br>**Work Study** | **Grants**<br>**Scholarships**<br>**Loans**<br>**Work Study** |
| 3. What's the **deadline** to apply for financial aid? | | | |
| 4. **Whom do you contact** for financial aid information? | | | |

From the **Minnesota Career Information System** (Minnesota Department of Children, Families and Learning).

## *Do I Have the Skills?*

You've looked at a lot of different occupations in *Minnesota Careers*. You've probably even started to pick out different careers that sound interesting. Do you have the skills that are needed for these occupations? Do you know what these skills are?

*Minnesota Careers* has skill information for occupational groups. (For example skills information for Food & Hospitality Careers is found on page 40 under "What skills do you need?") Use the skill information in the publication to complete the activity below, using the following steps:

1. Think of three different occupational groups you find interesting (like Mechanics & Machinists, or Law & Social Services). Record each occupational group in one of the three following tables.
2. Summarize the necessary skills for each occupational group in the "Skill" column.
3. Indicate whether or not you have this skill by circling yes or no in the "Have?" column.
4. If you have the skill already, explain how you acquired it. If you don't, explain how you could develop or gain this skill.

| **Occupational Group:** | | | |
|---|---|---|---|
| **Skill** | **Have?** | **How did you gain this skill?** | **How could you develop this skill?** |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |

| **Occupational Group:** | | | |
|---|---|---|---|
| **Skill** | **Have?** | **How did you gain this skill?** | **How could you develop this skill?** |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |

| **Occupational Group:** | | | |
|---|---|---|---|
| **Skill** | **Have?** | **How did you gain this skill?** | **How could you develop this skill?** |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |
| | Yes<br>No | | |

## Career Goals

*Minnesota Careers* introduced you to a variety of career opportunities and future options. So, what's next? It's important to now have future career goals. Your goals could be to narrow your career focus, find a school that will prepare you for the future, or apply for financial aid. Whatever your goals, it is helpful to run through the following steps. This process will help you transform a goal into reality. First, it is important to know what a goal should be.

**A GOAL must be:**

- **STATED IN CLEAR TERMS**
  For example, I want to attend Winona State University in Winona.
- **BELIEVABLE**
  You must believe you can reach the desired goal.
- **ACHIEVABLE**
  You must have the interest, skills, abilities, strengths and resources (time, money, etc.) to make this goal happen.
- **MEASURABLE**
  There must be a way to measure your goal. It must be accomplished either by being observed, accomplished in a certain time frame, or is a quantity that can be calculated.
- **DESIRABLE**
  The goal must be something that you truly want to achieve.

List three important career goals you intend to achieve. For each goal, explain how it is believable, achievable, measurable, and desirable. Next, fill in three actions that will help you achieve your goal. Use *Minnesota Careers* to help with factual data and ideas for action steps.

**Goal 1:** ____________________

**Believable:** ____________________

____________________

**Achievable:** ____________________

____________________

**Measurable:** ____________________

____________________

**Desirable:** ____________________

____________________

**Action 1:** ____________________

____________________

**Action 2:** ____________________

____________________

**Action 3:** ____________________

____________________

**Goal 2:** ____________________

**Believable:** ____________________

**Achievable:** ____________________

**Measurable:** ____________________

**Desirable:** ____________________

**Action 1:** ____________________

**Action 2:** ____________________

**Action 3:** ____________________

**Goal 3:** ____________________

**Believable:** ____________________

**Achievable:** ____________________

**Measurable:** ____________________

**Desirable:** ____________________

**Action 1:** ____________________

**Action 2:** ____________________

**Action 3:** ____________________

# *Answer Keys*

The following is a list of answer keys. Not all student activities have corresponding answer keys, since some exercises have a wide range of possible answers. However, glance at the list below for those activities that have an accompanying answer key:

**Begin the Exploration: Overview of *Minnesota Careers 2002***............................88-89

**Where are the jobs?**....................................................................................90-91

**Nontraditional Employment**..............................................................................92

**Related School Subjects**.................................................................................93

**Job Prospects**..................................................................................................94

**Monthly Budget**................................................................................................95

**Minnesota Labor Laws: Test of Knowledge**................................................96-97

**Exploring Apprenticeship**..............................................................................97

**Exploring Higher Education Opportunities**....................................................98

**Schools and Programs**.....................................................................................99

# **ANSWER KEY** : *Begin the Exploration: Overview of Minnesota Careers 2001*

## TABLE OF CONTENTS (PAGES II-III)

1. Computer careers fall under which career field and can be found on which page(s)?
*They fall under the Business & Administration career field. Computer-based careers can be found on pages 38-39.*

2. Where can you find more information about future options?
*Future Options is found on page 83.*

## WHAT DO I WANT TO DO WITH MY LIFE? (PAGES 1-16)

3. Following are letter codes used in the interest assessment. Fill in what each code stands for and list one occupational group related to the code. Give the page number of where to find specific occupations for each group.

| | Code | Occupational Group | Page Number |
|---|---|---|---|
| **R** | *Realistic* | *EXAMPLE: Ag & Natural Resources* | *23* |
| **I** | *Investigative* | *EXAMPLE: Computers* | *39* |
| **A** | *Artistic* | *EXAMPLE: Education* | *75* |
| **S** | *Social* | *EXAMPLE: Law & Social Services* | *77* |
| **E** | *Enterprising* | *EXAMPLE: Banking & Finance* | *35* |
| **C** | *Conventional* | *EXAMPLE: Health Technicians* | *67* |

4. List the five types of skills that are highly marketable in Minnesota and a brief description for each.

A. *Basic Skills – math, verbal, and problem solving skills*
B. *Scientific & Technical Skills – such as being able to work with computers and solve problems scientifically*
C. *Management Skills – being able to organize people or other resources in a company*
D. *Medical Knowledge – understanding how to diagnose and treat diseases*
E. *Human Service Skills – working with or helping people*

5. Complete this sentence: "Experts estimate that you're likely to switch careers *7 to 10* times over one's lifetime!"

6. What is a nontraditional occupation? Identify and list 3 nontraditional occupations for each gender.
*A nontraditional occupation is a job where 75% or more of the workers are of the opposite gender. A list of nontraditional occupations for men & women can be found on page 12 in Minnesota Careers. Answers may vary.*

7. Three hourly wages are given for each occupation in *Minnesota Careers*. There is a low-end, a median, and a high-end wage. How are each of these wages calculated? Where does salary information come from?
*The low-end wage is the 10th percentile wage for all workers in the occupation, 10% of workers make less and 90% make more. The median wage is the 50th percentile, 50% make less and 50% make more. The high-end wage is the 90th percentile, 90% make less and 10% make more. Data is from the 1999 Minnesota Salary Survey.*

## WHAT DO THE NUMBERS MEAN? (PAGES 18-20)

8. What does "Just the Facts" mean?
Just the Facts is a general description of the occupational groups with facts about the nature of work, skills, turnover, education or other factors related to the field.

9. Why is this year's publication different, what happened to projections data?
Occupational information was updated this year using new categories that don't match the projection categories. Next year, projections data will be available.

## **ANSWER KEY**: *Begin the Exploration: Overview of Minnesota Careers 2002, continued*

### CAREER FIELDS (PAGES 21-80)

10. List the six career fields in *Minnesota Careers*. For each, name an occupational groups, and 3 to 4 specific occupations found within that field. See the example below.

| Cluster | Occupational Group | Specific Occupations |
|---|---|---|
| Ex. Business and Administration | Computer Occupations | Computer Engineer, Operator, Programmer, Systems Analyst |
| *Arts and Humanities* | *EXAMPLE: Fine and Performing Arts* | *Choreographer, Graphic Designer, Photographer, Interior Design* |
| *Agriculture & Natural Resources* | *EXAMPLE: Agribusiness, Ag Natural Resources, Ag Technology* | *Ag & Food Scientist, Landscape Architect, Conservation Officer* |
| *Engineering and Technology* | *EXAMPLE: Construction* | *Carpenter, Construction Laborer, Electrician, Painter, Pipefitter* |
| *Health Services* | *EXAMPLE: Health Technician* | *Nuclear Medicine Tech, Pharmacy Tech, Surgical Tech* |
| *Human Services* | *EXAMPLE: Law & Social Services* | *Counselor & Therapist, Lawyer, Paralegal, Social Worker* |

11. Browse through all the occupations listed in each of the career fields. Choose one occupation that looks appealing and complete the following information:

Occupational Title: *EXAMPLE: Graphic Designer*
Employment: *3,640*
Wages (low-end, median & high-end): *$10.10 - $16.60 - $27.30*
Interest Code: *AER*
Job Outlook: *Good*
Education Requirements: *Typically 2-4 Years*

12. What types of skills are required for the occupation you just listed?
*EXAMPLE: Graphic Designer*
*Graphic design is a very competitive field. You need to stay up to date on computer skills because knowledge of software is key. You'll need to be creative and self-confident, and able to understand how to visually organize information.*

### WHERE DO I GO FROM HERE? (PAGES 81-110)

13. *Minnesota Careers* lists lots of possible future options. Name 4 that are listed in the publication and try to think of at least 2 others not listed.
*The 4 options listed are: work, higher education, military and apprenticeship.*
*Examples of other options include volunteering, traveling, a combination of work and school, etc.*

14. What percentage of job openings between now and 2008 will require some form of education beyond high school?
*48% (See chart on page 88) 23 % will require a bachelor's degree or higher, and 25 % post-secondary training. The two are added together for the total percentage of job openings that will require some form of education beyond high school.*

15. What are the Dos and DON'Ts of a resume?
*Resume* ***DOs****: Be consistent and brief; make the layout easy to read; use action verbs; highlight your skills; include a cover letter; use high-quality paper; check spelling and grammar.* ***DON'Ts****: Don't mention salary expectations; send a photo of yourself; include personal info; use fancy binders; use abbreviations; change tense of verbs; staple things together.*

# **ANSWER KEY**: *Where Are The Jobs?*

1. Using the table on page 9 in *Minnesota Careers*, fill in the grid below. In the first table, list 6 occupations with a **high growth rate**. In the second table list the **number of annual openings**. Lastly, list growth rate.

| Jobs with a High Growth Rate | Number of Annual Openings | Growth Rate |
|---|---|---|
| *Computer Systems Analysts* | *1,710* | *100%* |
| *Computer Engineer* | *740* | *99%* |
| *Desktop Publication Specialists* | *140* | *95%* |
| *Computer Support Specialists* | *960* | *87%* |
| *Database Administrator* | *110* | *60%* |
| *Home Health Aides* | *820* | *56%* |
| *Paralegals* | *160* | *55%* |

2. Categorize the job titles for Minnesota's fastest growing occupations from page 9 into the correct career field.

| | |
|---|---|
| **Agriculture and Natural Resources** | |
| **Arts and Humanities** | *Desktop Publication Specialist; Photographer; Technical Writer* |
| **Business and Administration** | *Computer Systems Analyst; Computer Engineer; Computer Support Specialist; Database Administrator; Engineering, Math and Science Manager; Bill and Account Collector; Adjustment Clerk; Flight Attendant* |
| **Engineering and Technology** | *Engineering, Math and Science Manager* |
| **Health Services** | *Home Health Aide; Medical Assistant; Medical Records Technician; Physician's Assistant; Chiropractor; Surgical Tech; Respiratory Therapist; Speech Pathologist & Audiologist; Biological Scientist* |
| **Human Services** | *Human Services Worker; Paralegal; Corrections Officer and Jailer; Personal & Home Care Aide; Residential Counselor; Nonvocational Education Instructor; Sheriff & Deputy Sheriff; Police Patrol Officer* |

3. Based on the table in question 2, which career fields have more of the fastest-growing occupations? Which fields have the least? Give at least one example of why you think these fields have either the highest or the lowest number of fast, growing occupations.

*Health Services has the highest number of fastest-growing occupations. Business & Administration, Engineering and Human Services also had a large number. Arts & Humanities had three titles, and Engineering and Technology sector had one. Agriculture and Natural Resources grew the least. The Health Services cluster would have more of the fastest-growing occupations due to MN's growing elderly population. The Business cluster is growing due to the expansion of the Internet and other computer-related technology. Agriculture has seen a decline in the number of openings due to the reduction of family-owned farms.*

4. Many popular occupations are competitive and have few openings. What are the top five **popular** occupations with the **fewest** number of openings? Approximately how many openings does each have per year?

*Lawyers (280); Designers (175); Flight Attendants (160); Pilots (130) and Psychologists (110).*

## ANSWER KEY: *Where Are The Jobs?, continued*

5. Many jobs in Minnesota have a large number of openings. Transfer 3 jobs with the **greatest number of openings** in Minnesota from page 9 in *Careers* and list them here. Consider why you, as a student, should be interested in occupations that have a large number of current openings.

   *Computer Systems Analyst (1,710); Computer Support Specialists (960); Home Health Aides (820). Being aware of the number of current job openings gives way to competition levels and helps students to be realistic when it comes to the job market.*

6. Which **popular** occupations have the **most openings** per year in Minnesota? Name 5 popular occupations in low demand and the approximate number of openings per year in Minnesota

   *Lawyers (275); Designers (180); Flight Attendants (155); Pilots (130); Psychologists (110).*

7. Many jobs in Minnesota have a large number of openings. Refer to page 10 in Minnesota Careers and list 10 occupations with many openings. Consider why you should be interested in occupations that have a large number of current openings and list your answers below.

   *Educational and School Counselor; Animal Breeder; Home Health Aide; Biological Technician; Childcare Worker; Janitor and Cleaner; Photographer; Accountant; Registered Nurse; Financial Manager.*

   Why should you be interested in occupations with high vacancies when considering a career?

   *Answers will vary. Essentially, the jobseeker will have increased chances at finding a job with several openings. Most Service sector positions are currently in high demand.*

## **ANSWER KEY:** *Nontraditional Employment*

| **WOMEN** | | | **MEN** | | |
|---|---|---|---|---|---|
| **Nontraditional Occupation** | **Median Wage** | **Current Employment** | **Nontraditional Occupation** | **Median Wage** | **Current Employment** |
| Architect | $24.50 | 1,980 | Bookkeeper/Accounting Clerk | $12.40 | 34,740 |
| Auto Body Mechanic | $22.20 | 6,230 | Childcare Worker | $7.70 | 26,760 |
| Brickmason | $25.20 | 2,440 | Curator & Museum Worker | $17.80 | 420 |
| Civil Engineer | $25.50 | 3,490 | Dietician & Nutritionist | $19.10 | 560 |
| Chemical Engineer | $30.50 | 370 | Eligibility Interviewers | $17.00 | 2,130 |
| Clergy | $15.90 | 530 | Librarian | $20.40 | 2,500 |
| Computer Engineer | $30.30 | 14,920 | Licensed Practical Nurse | $14.00 | 19,090 |
| Data Processing Repairer | $15.40 | 6,360 | Manicurist | $8.60 | 370 |
| Dentist | $70.00+ | 3,150 | Medical Assistant | $12.20 | 4,980 |
| Drafter | $18.10 | 5,460 | Occupational Therapist | $22.70 | 1,750 |
| Electrician | $23.30 | 10,250 | Paralegal & Legal Assistant | $18.90 | 2,680 |
| Firefighters | $8.80 | 6,550 | Personal & Home Care Aide | $8.80 | 9,510 |
| Painter | $23.70 | 6,860 | Registered Nurse | $23.70 | 44,980 |
| Plumber & Pipefitter | $23.60 | 7,730 | Special Ed Teachers | $40,570 / year | 10,040 |
| Surveyor & Cartogapher | $20.80 | 690 | Speech-Language Pathologist & Audiologist | $20.90 | 1,650 |

1. How do the median hourly wages compare for men and women?

   *Median wages are similar, although nontraditional occupations for men tend to be a little lower than options for women. Students might note that there are higher wage occupation options for men than they expected.*

2. What are the advantages and disadvantages of nontraditional work? (See page 12 in *Minnesota Careers* for help)

   *Some examples of advantages of nontraditional work are that it pays well, fits skills and abilities better, and provides more attractive benefits and/or better opportunities for advancement and increased job satisfaction. Disadvantages may include a lack of support, isolation from co-workers, few role models, discrimination, longer hours and additional work stress.*

3. Which of the above nontraditional occupations interest you? Why?

   *Answers will vary by student or individual.*

## **ANSWER KEY:** *Related School Subjects*

| School Subject | if the subject is required for college. How many years? | What career field is related to this subject? | if interested in this subject. which subjects should you explore further. |
|---|---|---|---|
| Art | required for college | Arts Careers | STUDENT ANSWERS WILL VARY |
| Auto Technology | required for college | Engineering Technology Careers | |
| Business | required for college | Business & Administration Careers | |
| Carpentry/Wood Technology | required for college | Engineering Technology Careers | |
| Computer Science | required for college | Business & Administration Careers | |
| Creative Writing | required for college | Humanities Careers | |
| Drafting/Engineering | required for college | Engineering Technology Careers | |
| English | **X** required for college<br>4 Years | Humanities Careers | |
| Foreign Language | **X** required for college<br>2 Years | Humanities Careers | |
| Health | required for college | Health Services Careers | |
| History | required for college | Human Services Careers | |
| Home Economics | required for college | Business & Administration Careers<br>OR Human Services | |
| Horticulture/Agriculture | required for college | Agriculture & Natural Resources Careers | |
| Industrial Arts | required for college | Engineering Technology Careers | |
| Mathematics | **X** required for college<br>3 Years | Business & Administration Careers | |
| Marketing | required for college | Business & Administration Careers | |
| Music | required for college | Humanities Careers | |
| Physical Education | required for college | Human Services Careers | |
| Science | **X** required for college<br>3 Years | Health Services Careers | |
| Social Studies | **X** required for college<br>2-3 Years | Human Services Careers | |

## **ANSWER KEY:** *Job Prospects*

Find each career field in *Minnesota Careers.* Locate the job within each career field that has the highest employment figure and write that in the job title below. Then, check the box that best completes the job outlook for that occupation.

| Job Title | Career Field | Job Outlook |
|---|---|---|
| Farm Workers | **Agriculture & Natural Resources** | X Caution<br>Poor<br>Fair<br>Good<br>Very Good<br>Excellent |
| Public Relations Specialist | **Arts & Humanities** | Caution<br>Poor<br>Fair<br>X Good<br>Very Good<br>Excellent |
| Retail Salesperson | **Business & Administration** | Caution<br>Poor<br>Fair<br>Good<br>Very Good<br>X Excellent |
| Freight & Stock Movers | **Engineering & Technology** | Caution<br>Poor<br>X Fair<br>Good<br>Very Good<br>Excellent |
| Registered Nurse (RN) | **Health Services** | Caution<br>Poor<br>Fair<br>Good<br>Very Good<br>X Excellent |
| Teacher Assistants | **Human Services** | Caution<br>Poor<br>Fair<br>X Good<br>Very Good<br>Excellent |

1. Based on the information in the table above, which are the best job prospects? Which are the worst?

   *Student answers will vary, depending on what is important to each student – it could be employment, or outlook. Use the different student answers to begin a discussion on how the definition of a good job prospect differs from person to person. You can also discuss what other factors are missing here to determine a good job prospect – interest, wages, employment growth etc.*

2. What are some reasons why you would consider these jobs? What are some reasons why you wouldn't consider them?

   *Student answers will vary.*

3. Does an occupation with high employment mean it is a good job prospect? Why or why not?

   *Student answers will vary.*

## ANSWER KEY: *Monthly Budget*

**Occupation** *SAMPLE OCCUPATION – REGISTERED NURSE* **Median Wage** *$23.70*

| | |
|---|---|
| **Gross Monthly Income**<br>Gross monthly income is your median hourly wage times the number of hours worked in a month *=(median wage) X (173) [Use a full-time estimate of 173 hours per month]* | $ **4,100** |
| **Payroll Deductions**<br>Deductions include Federal and State taxes, social security plans, and insurance costs. Deductions typically total 30% of your gross monthly income *=(gross monthly income) X (.30)* | $ **1,230** |
| **Net Monthly Income**<br>This equals your total take-home pay minus the amount of money for payroll deductions *=(gross monthly income) - (payroll deductions)* | $ **2,870** |
| **Housing**<br>Typically, housing takes up 25% or more of your net monthly income. Be prepared for tight housing market costs, especially, in the metro-area. | $ **720** |
| **Food**<br>Like housing, typically 25% of your net monthly income is spent on food. If you are single, you can decrease this amount. If you expect to be feeding a family, you can't spend less than $250 a month! | $ **500** |
| **Transportation and Maintenance**<br>On average, transportation costs equal 15% of your net monthly income. If you plan to own a vehicle, you will have to maintain it (gas, insurance, repairs, etc). Add in about 20% of your above transportation cost to cover these expenses. If you're using public transportation, your expenses will be lowered significantly. | $ **430** |
| **Savings / Retirement**<br>It is wise to set aside money each month for savings, this includes retirement. There are numerous options for saving money - from opening a savings account at a bank to investing in a retirement account. It is highly recommended to save 5% to 10% of your net monthly income. | $ **145** |
| **Clothing**<br>Think of all of the work and leisure clothes, shoes and coats you buy in a year. Divide this by 12 for how much you will spend in a month. Typically, clothing costs are 10% of your net monthly income. | $ **285** |
| **Entertainment**<br>Includes money you'll spend on movies, eating out, concerts, clubs, etc. Add up how much money you spend in a week on entertainment. Multiply this amount by 4 to calculate your monthly expense. | $ **200** |
| **School Payments**<br>Don't forget to add in any tuition or student loan costs you might have. Go to the MN Higher Education Services Office website (**www.mheso.state.mn.us**) for specific tuition and loan payment details. | $ **300** |
| **Miscellaneous**<br>These expenses include everything else – like dry cleaning, buying household and cleaning supplies, pet expenses, prescription costs, Internet connection, cell phone bills, and other miscellaneous expenses that you will have to budget into your monthly expenses. | $ **275** |
| **Total Monthly Expenses** | $ **2,855** |

| **Net Monthly Income** | **Total Monthly Expenses** |
|---|---|
| **$2,870** | **$2,800** |

STUDENT ANSWERS TO QUESTIONS WILL VARY.

## **ANSWER KEY:** *Minnesota Labor Laws Test of Knowledge*

1. Joe was fired from his job without explanation. What must he do in order to obtain the reason for the termination?

   **C. Joe must write to the company within 15 working days requesting the reason for termination. The company then has 10 days to respond.**
   *Minnesota Statutes 181.933 was just amended during the recent legislative session, allowing an employee to write within 15 working days for the reason for termination. Prior to August 2001, B was the correct answer.*

2. Marilyn thinks there may be something in her personnel file preventing her from getting a promotion. May Marilyn get a copy of the contents?

   **D. Yes, Marilyn may make a written request once every six months or one time within a year of termination of employment. The employer must pay for the copy.**
   *Minnesota Statutes 181.961 allows an employee to make a written request for the personnel record once every six months or one time within a year of leaving the company.*

3. Christine is a clerical worker, doing typing and filing for her company, but is paid a salary. Her boss, Tom, told her he is paying her a salary so he does not have to pay overtime. Christine is working 50 hours a week, but is not compensated. What recourse, if any does she have?

   **E. Both B and C**
   *Christine is entitled to overtime. Sometimes people think salaried employees are exempt from overtime, but that is not true. An employee must be paid a salary AND fall into an exempt category in order to avoid being paid overtime. Generally, unless Christine is allowed to make policy decisions for the company, she must be paid overtime. The amount owed depends on the size of the employer. Contact the U.S. Wage & Hour Division at the Department of Labor for more information.*

4. Jennifer is a server at a local café. Yesterday, she dropped a tray of dishes on the way to the kitchen. Her supervisor, Carol, told her she will be taking the cost out of Jennifer's paycheck. What can Jennifer do?

   **B. Jennifer can demand her entire pay, unless Carol has written authorization from her after the dishes were broken to deduct the amount.**
   *Minnesota Statutes 181.79 requires written authorization from an employee before deducting any loss, theft or claimed debt.*

5. What is the minimum age employers must pay?

   **E. The correct answer is E.**
   *Minimum wage for employers with gross revenue of more than $500,000 is $5.15 an hour. Employers that make less than that are required to pay $4.90 an hour. People under age 20 may be paid a training wage of $4.25 an hour for the first 90 days of employment, after which they must be paid the appropriate minimum wage.*

6. Which of the following statements are true about what rest breaks an employer must offer you?

   **D. For every four hours of work, an employee must be allowed to use the restroom. If they work eight consecutive hours, they must be given sufficient time to eat a meal.**

7. Paul is 16 years old and would like to learn the trade of his older brother, Jake. Jake is a construction worker. Under what conditions may he work in construction?

   **D. Paul may work in construction only if he works for a business solely owned by a parent of his and is supervised daily by a parent or if he works for a school program approved by Children, Families & Learning.**

8. John was fired from his job. When may he expect to receive his final pay?

   **C. By the next regular payday, unless John demands it sooner. If he demands it, the employer must pay him within 24 hours of the demand.**

9. Stephanie is 17 years old and still in high school. She would like to work at Marty's Bar and Grille. She wants to apply to be a hostess, because the pay is more, but will have to help servers deliver alcoholic beverages. She does not know if this is a problem. Can Stephanie work at Marty's?

   **C. Stephanie cannot work in rooms where liquor is served, but may be a dishwasher at Marty's.**

## **ANSWER KEY:** *Exploring Apprenticeship*

1. What are the two main parts of apprenticeship training? How long does each part typically last?

   *1. PAID WORK EXPERIENCE – Average of three years of paid work experience.*

   *2. RELATED TECHNICAL INSTRUCTION – Average of 144 hours of technical instruction per year.*

2. How does an employer benefit from hiring an apprentice?

   *An apprentice is an investment – this investment will become a well-trained, skilled professional who will be an asset to their business.*

3. List 3 benefits of becoming an apprentice.

   *1. Many highly skilled professions can be learned through registered apprenticeship training.*

   *2. You'll be given a Certificate of Completion of Apprenticeship from the State of Minnesota after completion of apprenticeship training that will confirm your technical skills.*

   *3. Graduates of apprenticeship programs are paid well.*

4. Find 3 other sources of information about apprenticeship training. For each source you find, briefly describe the information provided. (Use the Internet, library, career resource room, school counselor, etc. for help.)

   *Three sample resources:*

   *1. Minnesota Department of Labor and Industry (**www.doli.state.mn.us/appr.mtnl**). This site includes a list of answers to common apprenticeship questions.*

   *2. U.S. Department of Labor – Office of Apprenticeship Training, Employer and Labor Services (**www.doleta.gov/atels_bat**). This site includes further benefits for an apprentice and an employer.*

   *3. Construction Trades (**www.constructioncareers.org**). This site has further information on 35 different construction trades. It provides job descriptions, contacts, qualifications, wages and more.*

5. Find 2 occupations that normally require apprenticeship training. Give the occupational description, wage ranges and employment figures for each occupation.

   *Occupational Examples: Carpenters, Electricians, Fire Fighters, Truck Drivers, Child Care Development Specialists, Tool & Die Makers, Printers, Auto Mechanics, Meat Cutters, Telecommunications Technicians, Floor Coverer and Heavy Equipment Operators, and Machinists. (See **www.doli.state.mn.us** for a complete list of occupational possibilities)*

6. Compare 2 occupations you listed above with two occupations you have identified as interesting to you in previous activities. How do they compare? (For example: Are they the same type of occupation? Compare each on wages, education and training requirements, job outlook, etc.) Would you consider an occupation requiring apprenticeship training after high school?

   *ANSWERS WILL VARY*

7. What have you learned about apprenticeship training that you did not know before?

   *ANSWERS WILL VARY*

8. If you were explaining the benefits of apprenticeship training to another classmate, what would you describe as the **most important** benefit to students?

   *ANSWERS WILL VARY*

## **ANSWER KEY:** *Exploring Higher Education Opportunities*

1. What is the name of the state office that can help you with questions and provides resources about financial aid? List 2 ways to contact this office.

   *The Minnesota Higher Education Services Office. You can call 651-642-0567 in the Twin Cities or 1-800-657-3866 in Greater Minnesota. Information is also available from the HESO website at* **www.mheso.state.mn.us**

2. Using the "Why College?" section of the HESO website for high school students, list 7 reasons you should consider higher education.

   ***College is money*** *(you'll earn more than a high school graduate will);* ***College is new places*** *(college lets you explore outside of your neighborhood);* ***College is different*** *(there are classes at college you would never find in high school);* ***College is freedom*** *(you'll open your mind and expand your horizons);* ***College is exploration*** *(college is a great time to find out who you really are);* ***College makes you smart*** *(you'll be hanging out with smart people in smart places);* ***College helps you get a job*** *(your chances of getting a job improve with the more education you have)*

3. Fill in the table below based on the "Why College?" section of the HESO website.

| What employers want... | What college can give you... |
|---|---|
| *Related work experience* | *Internship, work-study, experience in student groups, contacts through college that lead to part-time work* |
| *Personal skills* | *Meeting new people, working in groups on class projects, diplomacy, interaction with others different from you* |
| *Education/training for the job* | *A degree, practice in class* |
| *Reading, writing and math skills* | *College requirements, practice in class* |
| *Computer skills* | *Access to free computers, all papers must be typed, ability to learn new software, practice in class* |

4. What percentage of jobs between now and 2008 will require On-the-job training beyond high school?

   *Fifty-two (52) percent of jobs between now and 2008 will require On-the-job training beyond high school.*

5. List four different ways to obtain an application to any of Minnesota's state colleges or community/technical colleges.

   *1. From a high school counselor. 2. Visit a state college or university. 3. Call 1-888-667-2848 (MnSCU-4-U)*
   *4. Visit MnSCU's website (**www.mnscu.edu**) and download an application.*

6. List the websites available to you when applying to any Minnesota private college or the University of Minnesota.

   ***www.mn-colleges.org*** *and* ***www.umn.edu***

7. List four of the different types of financial aid discussed in both *Minnesota Careers* and the HESO website. List two facts about each type of aid.

| TYPES OF FINANCIAL AID | FACTS |
|---|---|
| *GRANTS – from federal/state government* | *1. You don't have to pay this money back* |
| | *2. Common grants are Pell and Minnesota State* |
| *LOANS – from private funders, like banks* | *1. You have to apply for loans and must pay it back* |
| | *2. Common loans are Stafford, Perkins, and SELF* |
| *WORK STUDY – campus employment* | *1. Your income offsets the cost of your tuition* |
| | *2. Work study is usually part-time* |
| *SCHOLARSHIPS – money from government, schools, community groups, or businesses* | *1. You don't need to pay this money back* |
| | *2. Can be based on need, ability, merit, academic performance, etc.* |

8. Why shouldn't you wait until your senior year to make a decision about college? When is a better time to start?

   *You'll want enough time to make a good decision, explore all your options and apply for financial aid. Many schools will also have a deadline for enrollment. You should start exploring options now – it's never too early to start!*

## **ANSWER KEY:** *Schools and Programs*

1. Using page 86 of *Minnesota Careers*, name and define the five main types of schools in Minnesota.
*Technical colleges* (generally offer career-oriented, hands-on instruction); *Community colleges* (offer the first 2 years of a 4 year program to train students for special occupations); *Private career schools* (provide short-term (less than 2 years) programs to prepare students for specific careers); *Public universities* (offer bachelor's of science and arts, master's, and sometimes doctorate or professional degrees); *Private colleges or universities* (typically offer a liberal arts education with broad knowledge in arts, sciences and humanities).

2. Follow these steps to fill out the table below – *EXAMPLE TABLE*

| Occupation | Educational Program | School | Cost of Tuition 2001-2002 |
|---|---|---|---|
| *HUMAN SERVICES* | *Sociology* | *A. Augsburg* | *$17,438* |
| | | *B. Winona State U* | *$3,703* |
| | | *C. Century Community and Technical* | *$2,596* |
| *AVIATION MAINTENANCE* | *Aviation* | *A. Alexandria Community and Technical* | *$2,648* |
| | | *B. MN State – SE Tech (Winona)* | *$2,737* |
| | | *C. Northland Community Technical College* | *$2,897* |
| *ACCOUNTING* | *Business* | *A. Fergus Falls Community College* | *$3,000* |
| | | *B. Concordia University (Moorhead)* | *$14,725* |
| | | *C. MN State U, Mankato* | *$3,618* |

3. Some occupations have a variety of educational programs to choose from, while others don't have a clear connection to any. Did you have any problems matching up your occupations with educational programs? Were you surprised by any of the related educational programs? Why or why not?
*STUDENT ANSWERS WILL VARY*

4. Choose another educational program from ISEEK that sounds interesting (choose something different from question 2). List four schools that offer this program. If possible, choose different types of schools that offer this program (two- or four-year, private, state university, etc.). Fill in the information below for each school.

Educational Program: *EXAMPLE EDUCATIONAL PROGRAM – SPEECH LANGUAGE PATHOLOGIST*

| School | Type of School | Address | Phone/Website | To order a catalog, contact.... |
|---|---|---|---|---|
| *UNIVERSITY OF MINNESOTA* | *State University* | *U of MN, Crookston*<br>*170 Owen Hall*<br>*Crookston, MN 56716* | *(218) 281-8569*<br>*(800) 752-1000*<br>**www.crk.umn.edu** | *U of MN, Crookston*<br>*(218) 281-8569*<br>*(800) 752-1000* |
| *SOUTH CENTRAL TECHNICAL COLLEGE* | *Community College* | *South Central Technical College, Mankato*<br>*1920 Lee Boulevard*<br>*North Mankato, MN 56003* | *(800) 722-9359*<br>**www.sctc.mnscu.edu** | *Visit the online catalog at:*<br>**www.sctc.mnscu.edu**<br>*(507) 389-7200* |
| *ST. CLOUD STATE UNIVERSITY* | *State University* | *St. Cloud State University*<br>*720 4th Ave. S*<br>*St. Cloud, MN 56301-4498* | *(320) 255-2244*<br>*(800) 654-7278*<br>**www.Stcloudstate.edu** | *Visit the online catalog at:*<br>**http://bulletin.stcloudstate.edu/ugb/**<br>*(320) 255-2244* |
| *BROWN INSTITUTE* | *Private Career School* | *1440 Northland Drive*<br>*Mendota Heights, MN 55120* | *(651) 905-3400*<br>**www.brown-institute.com** | *Brown Institute*<br>*(800) 627-6966* |

5. What will you remember from this exercise? What other information about Minnesota schools and educational programs did you find?
*STUDENT ANSWERS WILL VARY*

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